


# california educator

VOLUME 19 ISSUE 2

★ ★ ★ ★ ★

*A*  
**CITY**  
*with*  
**TWO TALES**



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★ ★ ★ ★ ★



**CELLPHONE PHOTOGRAPHY TIPS**

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*Quiz:*  
**SONGS OF SEPTEMBER**

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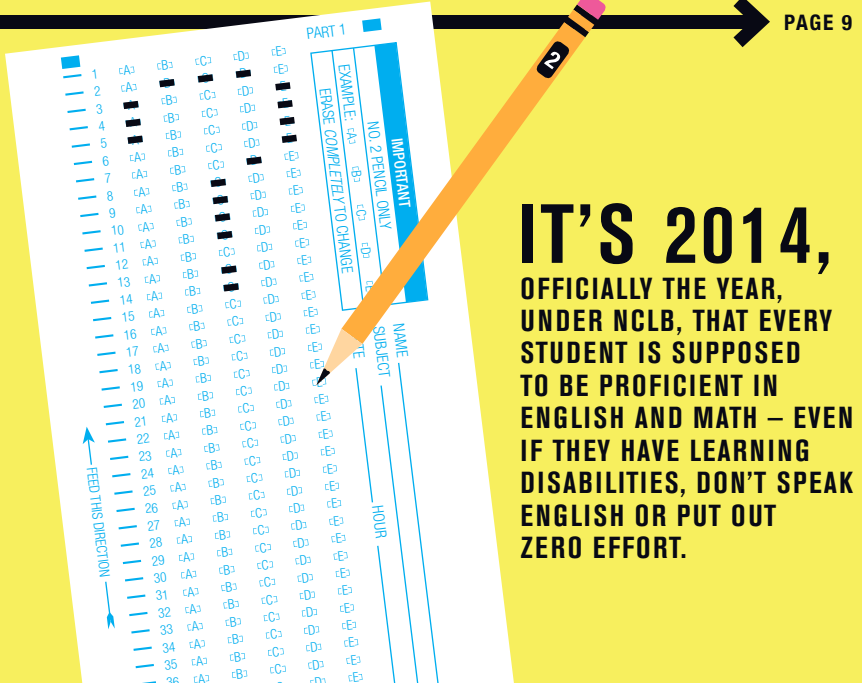
**WELL-BABY program**

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~~~~~ *No Child Left Behind* ~~~~~

# NCLB

## ARE WE PERFECT YET?



PART 1

NO. 2 PENCIL ONLY

IMPORTANT

EXAMPLE: (A) (B) (C) (D) (E)

ERASE COMPLETELY TO CHANGE

NAME \_\_\_\_\_ SUBJECT \_\_\_\_\_ HOUR \_\_\_\_\_

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FEED THIS DIRECTION

PAGE 9

**IT'S 2014,**  
OFFICIALLY THE YEAR,  
UNDER NCLB, THAT EVERY  
STUDENT IS SUPPOSED  
TO BE PROFICIENT IN  
ENGLISH AND MATH – EVEN  
IF THEY HAVE LEARNING  
DISABILITIES, DON'T SPEAK  
ENGLISH OR PUT OUT  
ZERO EFFORT.



*"Ask a Teacher"*  
MEDIA  
CAMPAIGN  
HIGHLIGHTS  
**YOU!**

PAGE 50


**HOME EC  
TEACHER**



**DISHES UP  
BASIC  
SKILLS**

PAGE 23

**TOXIC  
TESTING**  
HURTS KIDS, SAYS  
NEA PRESIDENT



**THIS WILL  
STOP**

PAGE 54

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# 34

## **Growing up American Indian**

April Carmelo shares how understanding cultural differences helps students succeed academically and in life.

# 44

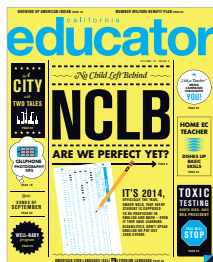
## **Sign of the times**

Sierra San Jose didn't have a difficult time when it came to selecting a foreign language. American Sign Language (ASL) won hands down. Or hands up, rather. Discover how ASL, the "secret" language, is building bridges as it grows in popularity.

# 9

## **Are we perfect yet?**

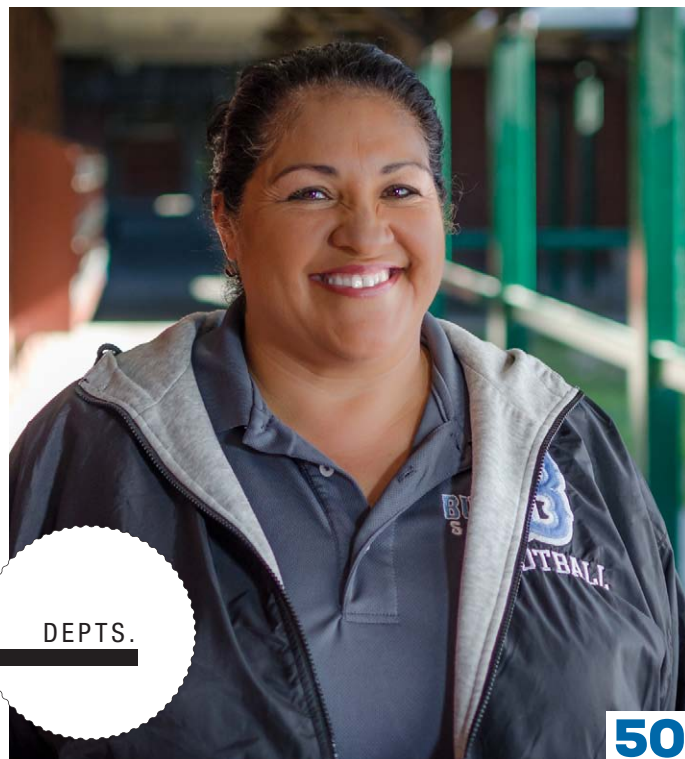
It's 2014, the year we're supposed to be perfect under No Child Left Behind. Remember? Every student is supposed to be proficient in English and math. Now Common Core is in the mix, but NCLB is still in effect.



Don't celebrate the demise of NCLB just yet. The law is still in effect.

FEATURES





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**YOUR OPINIONS AND LETTERS ARE WELCOME!** There is a 250-word limit, and all letters will be edited. If you send photos or other materials, identifications and permissions are required. Letters must include your name along with your address, daytime telephone number or email address. Email [editor@cta.org](mailto:editor@cta.org).

## We need to do better on dyslexia

I'm a teacher and parent with a child with dyslexia (and its companion dysgraphia) who recently graduated college with honors in biology. We have a tremendous amount of work to do as educators.

Students with these issues are labeled lazy, disorganized, spoiled, and other labels by uneducated teachers and administrators.

Advocating for my son was painful and fraught with disrespect from colleagues. Even our special education teacher had no idea about dysgraphia.

I learned because of my mom, a special education teacher, and a principal who directed me to the International Dyslexia Association.

My son still struggles, but he has learned strategies that make the world work for him. He had exceptional teachers in high school — that made a huge difference.

But our elementary teachers need help. If a student is acting out or walking around, it is not ADHD. It is probably dyslexia, dysgraphia, or another processing issue which makes school very painful.

**Learning @ Education trend**



**Dyslexia: Myths and Facts**  
Advice to help your students  
by David Futerman

**WHAT ARE THE COMMON SIGNS OF DYSLIXIA?**  
Most students with dyslexia have persistent difficulties identifying and manipulating individual speech sounds as well as learning how these sounds are represented in print. As a result, they struggle to decode printed words. Their reading efforts are often slow and laborious, which can have an impact on their ability to comprehend text and develop a rich vocabulary. Students with dyslexia also are likely to have significant difficulties with spelling and written expression.

**WHAT ARE THE MOST COMMON MISCONCEPTIONS ABOUT DYSLIXIA?**  
Perhaps the most important misconception is that the learning difficulties are due to lack of intelligence or effort. Dyslexia is, in fact, neurological in origin and heritable, and its prevalence is estimated to range from 5 to 20 percent of school-age children. Research has shown that there are real differences in how the brains of people with dyslexia develop and function compared with typical readers.

**WHAT ARE SOME TIPS FOR TEACHING STUDENTS WITH DYSLIXIA?**  
Students with dyslexia benefit greatly from systematic, intensive, explicit instruction that is focused on the structure of English. Multisensory teaching that combines visual, auditory and kinesthetic-tactile learning approaches is generally considered to be the most effective way to support their memory and learning.

**HOW CAN I HELP A STUDENT WITH DYSLIXIA cope WITH STRESS OR ANXIETY?**  
The social and emotional implications of dyslexia are indeed significant. Along with stress and anxiety, students may experience depression, shame, poor self-image, and very low motivation to attend school. Teachers can ensure that these students are valued and successful in the classroom. Rather than focusing primarily on what students with dyslexia aren't able to do, well, teachers can provide ample opportunities for their students' personal interests, strengths and experiences to be highlighted.

38 *california educator* • [www.ica.org](http://www.ica.org)

**Learning @**

**WHAT STEPS SHOULD TEACHERS TAKE IF THEY NOTICE THESE SIGNS?**  
There are times when different variables can be adjusted within the classroom or additional instruction can be provided, and students respond very well. For some, however, difficulties persist. A good next step would be to discuss with parents and other teachers whether they share your concerns and are observing similar signs. Many schools have student support teams that are designed to assist teachers in addressing the needs of their struggling students. Special education teachers, speech-language therapists and school psychologists can offer insight and guidance.

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PHOTOGRAPHY BY SCOTT BUSCHMAN

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In my experience, there is really no good testing available, and the test out there is not given with fidelity, as in our case. Tight funds also cause the kids not to be served — it is put as behavior, so it doesn't qualify for help. If every teacher understood these kids, they wouldn't need to be qualified. Unfortunately,

as we encountered, even with an IEP in place, our son was labeled lazy, and the IEP not followed. We need to do better.

**KATHY SERVELLO**  
*Alameda Education Association*

## Charter members should be CalSTRS members

It's all well and good that charter school teachers gain rights with their CTA membership (August). If charter school teachers do become members of CalSTRS, I am all for their joining CTA.

However, if they are not required to become members of CalSTRS as well, we are degrading our public school pension security.

As I understand it, as more charter schools open, these teachers will pay into Social Security, not CALSTRS. We need teachers to

pay into CalSTRS to be solvent. Even after the recent legislative boost.

**ELIZABETH NESCI**  
*San Juan Teachers Association (Sacramento)*

*Editor's Note: According to state statute, charter schools have a choice about whether or not they will participate. Currently 80 percent of charter schools in California participate in CalSTRS. Certainly, if a charter unionizes, retirement issues can be addressed through the collective bargaining process.*

## More on Common Core

I appreciated Bill Younglove's letter, "Common Core History," in your August magazine. Diane Ravitch was right on in *Death and Life of the American Public School System*.

Diane's book did stop short of one idea we need to decide on in this country: Does financial might make right? Are the rich (like Bill Gates) really smarter than us?

If so, the answer is simple: Raise teacher pay so that rascals like me can't even pass the paper screening. I went to community college and then state college. Right now, if "they" are right, there are only two types in the classroom: Monks who have taken a vow of semi-poverty, and clowns who simply can't do anything else but stumble through four years of college.

**MIKE CHIVERS**  
*Tracy (retired)*



**SOLIDARITY SURGE**

**More charter school educators joining CTA family**  
Over 100 charter school educators joined the CTA family at a rally in August. The rally was held at the CTA headquarters in San Francisco. The rally was a success, with many educators expressing their support for the CTA and their commitment to the public school system.

**BARBARA VICTORY**  
Barbara Victory is the president of the CTA. She is a dedicated leader and has been instrumental in the CTA's efforts to improve the lives of educators and students.

### It seems like educators are often in it alone as we stand up for students or fight attacks on public education. How do we make sure that we're not the only ones looking out for kids and protecting our profession?

I know it may sometimes seem like we're the only ones taking on the many challenges facing our schools, but our allies are more numerous than you might think, and exciting opportunities exist to strengthen and build alliances.

CTA and many of our locals have a rich history of working with others to advance the cause of public education. Election victories, like Proposition 30 and fighting off voucher initiatives and other attacks on unions, have been successful because of the partnerships we've developed and nurtured. The degree to which Common Core implementation will be successful in California is largely dependent on local and state partnerships that include teachers at all levels of decision-making. Our current appeal to overturn the ridiculous *Vergara* ruling striking down due process rights for teachers is a partnership with the California Federation of Teachers, as well as with the attorney general's office



Do you have an issue or topic you'd like Dean to address? Let us know. Email [editor@cta.org](mailto:editor@cta.org).

representing Governor Brown and Superintendent Torlakson.

Building those kinds of connections is extremely important and is reflected in the CTA Long-term Strategic Plan adopted earlier this year. The plan is divided into focus areas that recognize that we can't do everything alone, and even when we can, we do it better when we partner with others. One focus area, Community Engagement and Coalition Building, is designed not only to expand and strengthen the network of partners CTA already has, but to encourage and assist our local chapters in building local partnerships that will help advance their agenda. Building those relationships with parent groups, community organizations, and other labor will pay off big-time when it comes to school board elections, fighting off privatization attacks like parent trigger attempts, and making sure the voices of educators are heard more than those of district bureaucrats.

Speaking of other labor, CTA was pleased to join with other unions to launch a new website on Labor Day weekend, the Laborhood ([www.thelaborhood.org](http://www.thelaborhood.org)). The site is a place for workers — both union and nonunion — to share their stories and to advance the cause of fair treatment for all working men and women. In addition to the website, the Laborhood has apps available for both Apple and Android devices. I believe that putting this spotlight on workers and unionism will help build connections and further another element of the Strategic Plan: Organizing Unrepresented Workers.

CTA and our locals are better off for the alliances we build, and that holds true at the individual classroom level. Although simplistic education "reformers" think that classroom teachers are 100 percent of the equation when it comes to student success, we all know that simply isn't true. Having an effective teacher in every classroom is critically important, but there are many, many others who need to step up to the plate if every student is to fulfill his or



### DEAN ON THE ISSUES

“It's not right when banks are making more from a college education than students are. As educators, we care about our students and their futures. We will not sit by and watch as fear of paying for a higher education gets in the way of pursuing one.”

“At a time when school funding is based on average daily attendance (ADA), it is extremely important for truancy and absenteeism to be minimized in order for schools to receive accurate funding levels that will contribute to student success.”

her potential. Lawmakers need to ensure that schools have the resources they need. Parents need to be actively involved in their child's education. Communities need to provide safe and nurturing environments, so that children come to school ready and eager to learn, instead of worried about safety or where their next meal is coming from.

So we're not in this alone. We need to continue to build alliances and to light a fire under those who shirk their role in making sure every student succeeds. As educators we'll continue to lead, but with others on our side, we'll achieve even greater things.

Dean E. Vogel  
CTA PRESIDENT



# Join the Instructional Leadership Corps

Call for applicants Aug. 25 to Sept. 28, 2014

ARE YOU AN accomplished or experienced educator who wants to take a leadership role in your profession, especially as it relates to the Common Core State Standards for English language arts and mathematics and the Next Generation Science Standards? Then apply for the Instructional Leadership Corps.

CTA, the Stanford Center for Opportunity Policy in Education (SCOPE), and the National Board Resource Center (NBRC) have received a collaborative grant to create an Instructional Leadership Corps (ILC) of accomplished classroom teachers, site leaders, administrators and higher education professionals.

The ILC will provide expertise for the instructional shifts needed to implement the CCSS in ELA and math, and the Next Generation Science Standards (NGSS).

Those selected will support the design and implementation of school-based professional learning around instructional practice, and create and lead regional professional development. This is a three-year project involving a minimum of five release days each year. The commitment for Project Year 1 is for each ILC member to provide four one-day professional development sessions with another member of the ILC team and to attend two project meetings during the 2014-15 school year. Each ILC member will receive a stipend of \$2,000 for Project Year 1.

Have questions? Email Marlene Fong at [mfong@cta.org](mailto:mfong@cta.org).

To apply, go to [cta.org/leadershipcorps](http://cta.org/leadershipcorps) or scan here:



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What's your favorite vegetable?

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 WEB ASSISTANT Gladdie Cabral

spaghetti squash

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brussels sprouts

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## MISSION STATEMENT

The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.

## #CTATopTweet

Use this hashtag in your tweets and we'll select our favorites for each issue of the *California Educator*.



## Viral video 🎥



**Teacher responds to Whoopi:** Educator Keith Reeves responds to comments on “teacher tenure” made by hosts of “The View.” [www.cta.org/whoopi](http://www.cta.org/whoopi)

## Most popular post 📊



**Gov. Brown appeals ruling that struck down teacher job protections**

JULY 2 👍 545 likes 📧 189 shares

## More top tweets 🐦

**@LearningFirst** | SEP 2  
We all have to pitch in to make [#CommonCore](#) work.

**@bellflower teach** | AUG 25  
Cops now, teachers next? Urge a NO vote on AB 25, which would allow the state access to police Twitter & FB accounts.

## Favorite comments 💬

**Johnna Lee-Garcia** | AUG 15  
Cloth makes better bulletin board background. No holes from staples or tacks, and it lasts years!

**Fergi Ferg** | SEP 3  
Teachers shouldn't be treated like robots. We are individuals who all want the best for our kids. Stop trying to shove us in a box.

**Tamara Sutton Mosier** | SEP 2  
Administrators who have never taught in the classroom make PD decisions that don't give us what we really need.

**Janice MacKenzie** | SEP 2  
Too many “experts” and too many reform mandates (often unfunded) and not enough time to allow kids to learn at their own pace with instruction that is appropriate to their stage of development, their intellectual stimulation, and their emotional well-being.

**Claudia Sholl** | SEP 8  
I am a retired teacher in Stockton Unified who is still working with the BTSA program as a support provider and trainer. We are very proud of our program and it continues to be supported by the district while others are not. I think it's because it is well run and gets results. Good leadership and commitment to continued improvement make all the difference.

## What's new at cta.org

1

[www.cta.org/septemberawareness](http://www.cta.org/septemberawareness)

### Honor Labor in September

With Labor Day behind us, September is a month where we can focus on the importance of the labor movement. Check our Labor History page for information and resources.

2

[www.cta.org/campaign](http://www.cta.org/campaign)

### Gearing Up for the November Election

Though the general election is in November, it's not too early to study the issues and learn about public education-friendly candidates. View our Campaign section for a voter guide and more.

3

[www.cta.org/degreesnotdebt](http://www.cta.org/degreesnotdebt)

**Degrees Not Debt** CTA, along with NEA and other organizations, is embarking on a new program whose goal is to help increase student aid and reduce student debt.

4

[www.cta.org/conferences](http://www.cta.org/conferences)

### New CCSS Training

As the Common Core State Standards roll out, CTA is providing training to familiarize you with the implementation of the standards and the timelines for assessment.

5

[www.cta.org/scta](http://www.cta.org/scta)

**Outreach to Teach** Members of the NEA Student Program, including Student CTA leader Jess Sanchez, joined forces with NEA-Retired members, educators and school staff to give makeovers to two schools.

## Learning differences

*It was quiet, except for giggles,* until I muttered, “I can’t remember that sign.” “Oh, you can hear, too?” several other girls laughed.

It was the first meeting of girls from two local high schools and the school for the Deaf. We’d been learning American Sign Language for weeks, and this was our first foray into speaking this foreign language. My friends and I started this cross-cultural Y-Teens group after our bid to make American Sign Language count as a foreign language requirement was turned down by the local school board.

Today, ASL meets state foreign language requirements, and satisfies CSU and UC acceptance requirements. As you’ll read on page 44 from members who teach American Sign Language, their students never miss class. Learning sign language is kind of like learning a new culture.

As I grew up, I enjoyed learning about different cultures. That’s still true today. And recently, here in California, I’ve learned about April Carmelo and Alice Piper. April is Wintu, Maidu, Tongva and Acjachemen. The Redding/Shasta member is a respected education support professional who shares about discovering students’ culture and lifestyle in literature.

And it was April who introduced me to the story of Alice. Fifteen-year-old Alice Piper was the reason the California Supreme Court 90 years ago overturned state law barring Native Americans from attending public schools if an “Indian school” was in the vicinity. In fact, *Piper v. Big Pine School District* was cited by Chief Justice Earl Warren as a precedent in the 1954 *Brown v. Board of Education* ruling that ended the practice

of segregated schools in the United States.

You haven’t heard of Alice Piper? Well, imagine it’s 1923, and Alice, a Paiute (Nuwuvi), wants to attend the newly built Big Pine High School. She’s denied because, at that time, California law prohibited Native American children from attending a public school if there was a separate government-run Indian school within three miles of the public school.

Alice and six other Indian children sued the school district for the right to attend public school. Alice maintained her 14th Amendment rights had been violated and she was not receiving the same education that the newly built public school afforded. (The local Indian school offered classes only up to fifth grade, was underfunded and lacked basic resources.)

Also, the district trustees had agreed to allow Indian students to attend the school if their parents voted for a measure that would fund the construction of the school. While



the measure passed, the board of trustees did not honor their agreement. So they took the legal route.

In June, a statue was placed in Big Pine in Alice’s honor, on the 90th anniversary of the high court decision. That was only 90 years ago? Read about April and Alice on page 34.

In addition to these two features, this issue covers how members handle classroom management in the computer age (page 40) and a peer coaching experiment involving a second-grade teacher and a high school government/economics teacher (page 18). Talk about differences!

Coming up in the next issue, we’ll feature members who interview political candidates and make those election recommendations for you.

**Cynthia Menzel**  
EDITOR IN CHIEF  
[editor@cta.org](mailto:editor@cta.org)

### Do you recognize this?



IF YOU’VE READ your magazine at [educator.cta.org](http://educator.cta.org), you’ve seen this navigation bar, which enables you to view links, share a particular story on Facebook or Twitter or via email, and review archived issues (you can do that at [cta.org/educator](http://cta.org/educator), too). If you’ve emailed me your appreciation of this new feature, yes, please give CTA credit when you share information from the magazine, digital or print. To those of you who let me know magazines should be print pieces and should be read as such, no worries. You’ll continue to receive this wonderful publication nine times per year in your mailbox.



# So it's 2014— are we perfect yet?

By Sherry Posnick-Goodwin

In all the excitement about the new Common Core State Standards, the Local Control Funding Formula and a brand-new school year, we've forgotten about an important milestone.

It's 2014, officially the year we're supposed to be perfect. Under No Child Left Behind, every student is supposed to be proficient in English and math—even if they have learning disabilities, don't speak English or put out zero effort.

Remember? Of course you do. It was an impossible goal, but some legislators took it seriously.

The state abandoned its old testing system to smooth the transition to the Common Core, but NCLB is technically still in effect. So the big question is: Will the clock be reset when it comes to Program Improvement (PI) levels and sanctions?

The answer: Schools are stuck in current PI levels, which means that in 2016, when Common Core accountability kicks in, schools could theoretically move to the next level and more sanctions.

Unless the law changes.

"It would be very desirable if someone could introduce a new law to address accountability as it relates to the new standards and the new set of assessments," says Deb Sigman, deputy superintendent of the California Department of Education. "You have a law that was meant to be reauthorized, and it has not been revisited since 2001. You have schools frozen at PI levels. Without new accountability or assessments taken into consideration, how meaningful are those levels? People are confused about these things. It's complicated stuff."

Laniece Greenwood learns about clouds in Lisa Denmon Mays' class in Inglewood.





**REGINA WILLIAMS**

was featured in our NCLB coverage donning a Scarlet Letter “R” when her school was reconstituted in March 2008.



**Through the years our coverage has included:**

- Case in point: Who says this isn’t a good school? (9/2004)
- Punitive law fails to get results — NCLB gets an F (9/2006)
- Day of the Teacher events spotlight need for major changes in ESEA/NCLB (5/2007)
- Alum schools make AYP goal, still face reconstitution (3/2008)
- Should teacher evaluations be based on test scores? (11/2009)

Find these and more at [www.cta.org/nclb](http://www.cta.org/nclb).



Steven Baez and Kahily Dinwiddie talk about science in the class of **Lisa Denmon Mays**, Inglewood Teachers Association, who says NCLB replaced fun and creativity with pacing guides.

Above: Jaline Garcia solves a math problem in **George Zepeda’s** class.

**Reflections on 12 years covering a terrible law**

It was back in 2002 when my editor approached with a worried look. “A law passed, and I need you to write about it,” she said. “Nobody understands it. Ted Kennedy and George Miller wrote it. It’s *bad*.”

I began reading the newly reauthorized federal Elementary and Secondary Education Act. The 1,100-page law (yes, I counted the pages), dubbed No Child Left Behind, had passed with little fanfare during the short-lived honeymoon between Democrats and Republicans following George W. Bush’s presidential inauguration.



*"With one-size-fits-all education, we couldn't meet the needs of our students," says George Zepeda, here solving a problem with Manual Gonzalez.*

"What were they thinking? How will I explain this crazy, convoluted law that changes every aspect of education, yet sounds so innocent?" I wondered.

I ended up comparing NCLB to the story of the six blind men and

the elephant, where each one feels the elephant and arrives at a different conclusion. One feels the animal's side and determines it is like a wall. The second feels the trunk and decides it is a snake. And so on.

My editor added this dramatic sentence at the end: "The difference is that teachers are fervent in their efforts to collectively determine the nature of the beast."

Diane Ravitch, the nation's foremost education expert, described the 2014 goal as "a timetable for the demolition of public education in the United States." **She believes the goal of 100 percent proficiency resulted in many public schools being privatized, charterized or closed nationwide, with superintendents boasting about these atrocities as though it was a badge of honor.** Staff and students at low-performing schools suffered tremendously, says Ravitch, despite zero evidence any of the so-called remedies under NCLB actually worked.

I explained that "unbeknownst to the public" the beast would mandate annual testing of children, even if they had learning disabilities or were English learners. It would force veteran educators to prove they were "highly qualified." It even called on schools to provide the names and addresses of students to draft boards.

And yes, *all* students — 100 percent — had to be proficient in English and math by 2014, or their schools would be closed, turned into charters or stripped of funding. Meanwhile, the bar of "proficiency" would rise each year, making it harder to achieve success. Schools were being set up to fail.

My first article on NCLB contained a great quote from Scott Howard, superintendent of Perry Public Schools in Ohio: "NCLB is like a Russian novel. That's because it's long, it's complicated, and in the end, everybody gets killed."

To learn more, I attended a national conference of education writers, where a speaker

discussed *Nicklebee*. I assumed he was talking about a kids' TV show, but it was the new nickname for NCLB. I started calling it Nicklebee too, but my editor said it sounded too cute for something so sinister.



## The demise of public education

Fast forward to 2004, when experienced teachers were told they weren't qualified anymore. I interviewed a Fresno teacher labeled "unqualified" despite being voted Teacher of the Year.

Educators became anguished because their schools were labeled "low-performing" even though test scores were rising. But NCLB didn't measure growth, only proficiency. A student three grade levels behind might increase by two during the school year, but still be labeled as failing. A small "subgroup" of students with low scores meant the entire school was failing.

All accountability fell on teachers. With no impact on students' grades, there was little incentive for students to try their best on the test. Some students would fill in the bubbles at random without even reading the questions. Yet educators were judged on this and labeled bad teachers if students scored low.

Schools were rapidly going down the proverbial rabbit hole. I began telling friends that my job was covering the "demise of public education," and while I said it sarcastically, it felt true.

Administrators, looking for an easy way out, decided not to place students with special needs in special education classrooms, instead dispersing them schoolwide to avoid a low-scoring subgroup. Struggling students were assigned double and triple periods of math and English, which made them hate school. Art and music went by the wayside. Districts hired "experts" who assured educators nothing "drastic" would happen, then led them to slaughter by reconstituting their schools.

In fairness, there were some good, decent principals who tried to do what was right for students. Their heads



*"Mandatory credentialing was good, and many teachers agreed with the accountability," says Patrick Guggino, Charter Oak Educators Association. "But the NCLB concept of accountability was too narrow, with one multiple-choice test that occurred one day of the year."*

## SO HOW ARE OUR SCHOOLS REALLY DOING IN THE YEAR WE'RE SUPPOSED TO BE PERFECT?



80%

To date, 4,998 Title I schools out of 6,207 are in Program Improvement (PI), or 80 percent.

48%

Out of the state's total of 10,339 schools, approximately 4,499 are in PI, or 48 percent.

?

The state has never taken over a school as a PI sanction, but it has taken over some schools for fiscal mismanagement. As for how many schools were reconstituted, closed or converted to charters under NCLB's so-called remedies, the state hasn't kept track.

## CTA MEMBERS REFLECT ON HOW NCLB CHANGED TEACHING AND LEARNING



"With one-size-fits-all education, we couldn't meet the needs of our students. With pacing guides, we didn't have time to go back and reteach standards that students didn't understand. We were expected to just move along. PE, social studies and science were put aside. There was no art in the classroom. We spent a lot of time analyzing data and a month of prepping for the test. Kids hated school. A lot of them said it was boring, they never got to do anything fun, and they didn't want to be here."

**GEORGE ZEPEDA**, *elementary teacher, Fresno Teachers Association*



"At my dual immersion school, we constantly had to defend why we were teaching Spanish. We lived in fear that the state would step in, change our administration, and move teachers around. As years went by and we missed AYP, staff became beaten down. Stories in the media became more negative. The higher-achieving students were relegated to the side. In my view, NCLB was part of a conspiracy to tell the public that schools were failing in an effort to privatize public education, make money for corporations and attack labor. It was never about the kids."

**LAURA GONZALEZ**, *middle school English teacher, Windsor District Education Association*



"Mandatory credentialing was a good thing that resulted from NCLB, and many teachers agreed with the idea of accountability. But the NCLB concept of accountability was too narrow, with one multiple-choice test that occurred one day of the year. You couldn't use the results to help students learn, because by the time you got the results, they were gone and you had a different crop of kids. Teachers felt they had their hands tied with scripted lessons. In my view, NCLB was a naive attempt for the government to impose a business model on a social program."

**PATRICK GUGINO**, *high school English teacher, Charter Oak Educators Association*



"I wanted to be the teacher who prepared them for life, not just the test. Unfortunately, it took away a lot of the fun and creativity. I was constantly behind in the pacing guide. But I felt an obligation to my students, so I wouldn't move to a new topic if they were not getting it. I took the consequences and stood up for my students. My students felt bad when they were not proficient. It hurt their self-esteem. I tried to reassure them that anytime they showed growth or improvement they were a success in my eyes."

**LISA DENMON MAYS**, *elementary teacher, Inglewood Teachers Association*



"I'm 18 and was in the first student cohort to complete an NCLB education. It was an ethos of test preparation that went far beyond the STAR test. It made a game out of school. The question was: How well did you play the game? That's one of the most ignored parts of NCLB. It was distracting and destructive to the learning process. I don't blame the teachers, because they were under the pressure of an unfunded federal mandate to meet these misguided standards. However, now it's time for change. We need to step up to the plate and be that change."

**HARLEY LITZELMAN**, *UC Davis student, Student CTA*

were the first to roll during NCLB restructuring, further traumatizing school employees.

Under reconstitution, all school employees in so-called failing schools were told to reapply for their own jobs. Districts used reconstitution to punish outspoken staff. Fairfield-Suisun Unified Teachers Association members were outraged that the majority who were reassigned were active union members prone to question district policy. Regina Williams even wore the Scarlet Letter "R" to show the humiliation and stigma she experienced from reconstitution, bless her heart (see page 10).

Stories became more heart-breaking. I met with teachers at Hubbard Elementary School in San Jose shortly after they were informed they were being reconstituted for the previous year's low scores despite having met Adequate Yearly Progress (AYP) for the *current* year, after much hard work. They cried, and I cried.

The pacing guide ruled supreme. While walking in an elementary school, I heard teachers reading the same page at nearly the same time as I walked by their open doors. NCLB had created the *Stepford* schools.

### Race to the Bottom

In 2011, there was hope NCLB would be rewritten in a reasonable way and reauthorized by President Obama. But Education Secretary Arne Duncan's solution was Race to the Top, a new competition where schools competed for crumbs. Educators who had campaigned for Obama were outraged. School employees had hoped for relief from this awful law, but somehow NCLB had morphed into RTTT, the sequel.

Duncan came to California and met with CTA President Dean Vogel and Dennis Kelly, president of United Educators of San Francisco. I was



allowed to be present in a classroom where Duncan was supposed to discuss the value of education with youngsters. I was told by the Secret Service not to ask questions. It was hard to keep a straight face.

“Mr. Duncan, do you play basketball with President Obama?” asked a student.

“Yes, I do. Next question,” said Duncan.

“How often do you play basketball with President Obama?”

“Not often. Any other questions about why education is important?”

“Who *wins* when you play basketball with Obama?”

And so it went with more questions about basketball and Obama. The teacher asked one of her students to present the class gift to the secretary of education. The student came forth, handed it to Duncan, and said, “Please give this to Obama instead,” while the teacher cringed and looked for another gift to present to Duncan.

Just as students remained focused on basketball and Obama, Duncan remained single-mindedly focused on RTTT during his meetings with CTA leaders following the class visit, refusing to back down.

California applied for RTTT and was rejected. But to meet RTTT eligibility, the state adopted the Common Core State Standards, which offered schools an opportunity for creativity and collaboration. Call it a silver lining.

And now it’s 2014, the year things are supposed to be perfect. Of course, schools remain far from perfect. But things are improving. After years of gloom, I sense optimism among educators that the joy of teaching will return. Many members I interview say the Common Core is showing promise in the classroom. I too feel hopeful. I no longer tell people I am covering the demise of public education. And although it made for interesting stories, I won’t miss writing about this terrible law and the devastating legacy it left behind. ■



*“In my view, NCLB was part of a conspiracy to tell the public that schools were failing in an effort to privatize public education, make money for corporations and attack labor,” says **Laura Gonzalez**, Windsor District Education Association (above). “It was never about the kids.”*

*“I felt an obligation to my students, so I wouldn’t move to a new topic if they were not getting it,” says **Lisa Denmon Mays** (left). “I took the consequences and stood up for my students.”*



# Know & Tell

Grants, awards, contests, resources and tips to share

## Are you **ALL IN** for children, families and school staff to have health coverage?

MEMBERS LIKE MONTEBELLO TEACHERS ASSOCIATION PRESIDENT **LORRAINE RICHARDS** ARE INVOLVED WITH THE CHILDREN'S PARTNERSHIP ALL IN FOR HEALTH CAMPAIGN, WHICH TEACHES UNINSURED INDIVIDUALS ABOUT HEALTH CARE OPTIONS AND HELPS THEM GET ENROLLED. AN OPEN ENROLLMENT PERIOD STARTS THIS FALL FOR COVERED CALIFORNIA AND FOR MEDI-CAL. SEE PAGE 17 FOR DETAILS.







# 3

## QUICK TIPS TO IMPROVE YOUR MOBILE PHONE PHOTOGRAPHY

By Terry Ng

A FAMOUS PHOTOGRAPHER once said, “The best camera is the one that’s with you.” If you’re reading this article, chances are you own a mobile phone that’s also the ultimate go-everywhere pocket camera.

If you haven’t yet discovered your mobile phone as a camera, then now is the time to do it. With the following three quick tips, taught in the Mobile Phone Photography class at CTA’s Summer Institute 2014, you can improve your photography skills. ■



**2. USE THE RULE OF THIRDS.** The rule of thirds is one of the most basic photographic compositional techniques. It works by dividing an image into nine equally spaced sections, and aligning the most interesting subjects along the intersections. Many modern mobile phone cameras have a feature called “grids” that will help you with this technique. Turn it on, if you have it available, and give it a try!  
*Photo of Dwight Young by Sharon Turner, Compton Education Association*



**1. DON'T USE THE ZOOM ON YOUR MOBILE PHONE CAMERA. ZOOM WITH YOUR FEET AND FILL THE FRAME.**

Zooming on your mobile phone camera causes a huge loss in image quality, making your photos grainy and pixilated. Instead, use your feet to walk closer to your subject. Then fill the frame of the photo with your subject to remove any background distractions.

*Photo by Tod Critchlow, Vista Teachers Association*



**3. PROCESS YOUR PHOTO WITH AN APP.** The beauty of mobile phone photography is not only having a camera in your pocket, but also a photo lab. Download an app like VSCO CAM, and you’ll be able to adjust contrast, saturation, lighting and more to create that perfect picture.  
*Photo by Frank Wells, CTA staff*

*Taking the photography class at Summer Institute were: (back row) Ryan Ruelas, Anaheim Secondary Teachers Association; Carol Peek, Ventura ESP Association; Sharon Turner, Compton Education Association; Dwight Young, Teachers Association of Lancaster; Carrie McClellan, Las Virgenes Education Association; Adriana Perez, Inglewood Teachers Association; (front row) Terry Ng, staff instructor; Alina Archuletta, Student CTA; Kendall Griffin, Ventura ESP Association; Tod Critchlow, Vista Teachers Association; Scott Heinecke, Vallejo Education Association.*

***Why it is so important for children, families, educators and staff at schools to have health coverage?***

Our priority is to provide the best services to the families of the district, whether it be instruction or wellness. Health coverage is essential for the betterment of one. We all are most productive when our health is in line.

***Do you have your own story about why health coverage is important?***

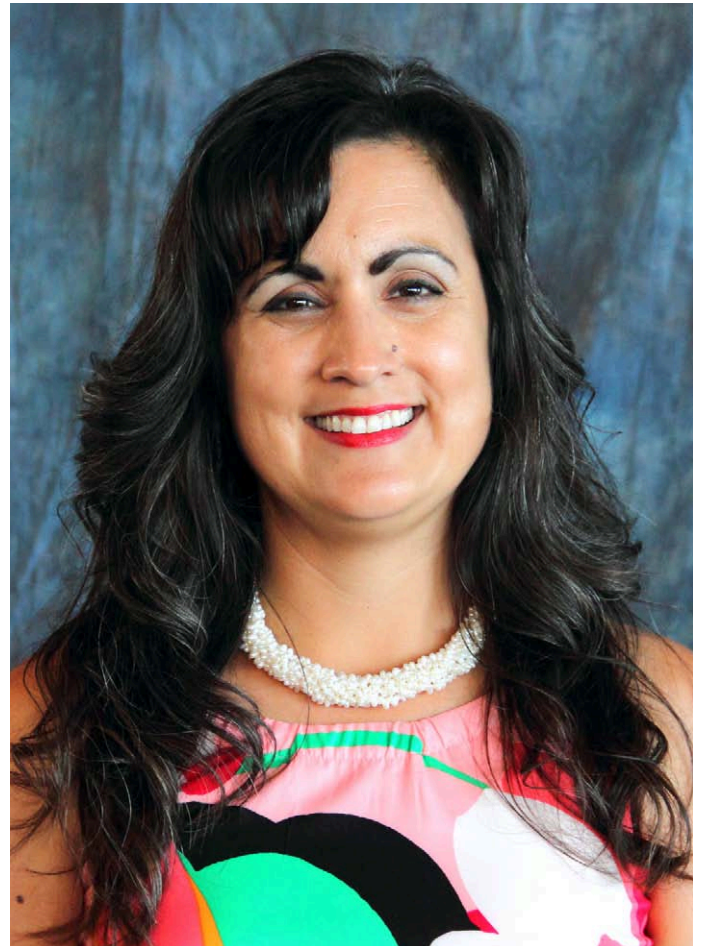
I learned very early in life that insurance was very important. I was 8 years old when my father had a massive heart attack. At the time, he was 52. He had triple bypass heart surgery, a pacemaker, and now a pacemaker with a defibrillator. I am very lucky to still have him around, and he's 86! I recall my mother being on the phone with the hospital, doctors and insurance discussing the coverage such as 80/20 deductibles, etc. I value the need for health insurance to receive the best coverage to remain healthy.

***What is the value to you and your school of being part of a statewide campaign to get schools involved?***

The campaign was more than a school event. The district provided the service to the community whether or not one was a student. We treat our district as an entity that affects the community and vice versa. In fact, we are in the process of organizing another event.

***What would you say to other teachers about joining ALL IN for Health?***

A healthy student is an excellent learner! And many of the families in the community need to be aware that they can get coverage at a reasonable rate.



**GO ONLINE**

A nonprofit advocacy organization, The Children's Partnership works to ensure that all children have the resources and the opportunities they need to grow up healthy and lead productive lives. To connect to these programs, visit [www.allinforhealth.org](http://www.allinforhealth.org).

Families and individuals can enroll in health coverage through Covered California Special Enrollment or through Medi-Cal year-round. The next Covered California Open Enrollment period is November 15, 2014 – February 15, 2015. For details or to enroll call 800-300-1506 or go online at [www.coveredca.com](http://www.coveredca.com).

## “ALL IN!”

### Union, school district partner to get health coverage for kids

**MONTEBELLO TEACHERS ASSOCIATION** President Lorraine Richards says she's ALL IN when it comes to making sure students have affordable health care coverage. She's involved with The Children's Partnership ALL IN for Health Campaign, which has taught hundreds of thousands of uninsured individuals learn about their health care options and helped them get enrolled. Another open enrollment period starts this fall for Covered California and for Medi-Cal.

MTA and the Montebello Unified School District made health care coverage a priority for families. They jointly sponsored an ALL IN event last spring. It was successful, Richards says, “because it allowed individuals from the community to get the necessary health coverage they needed.” ■





## Peer coaching:

### What two teachers learned about teaching

By Lysa Sassman and Ed Auerbach

**WHAT CAN A** second-grade teacher and a high school government/econ teacher possibly offer each other as peer coaches? How could they realistically help each other become better teachers when their jobs are so vastly different?

We asked ourselves those questions more than a few times before we tried it, almost on a whim, after a brainstorming session in our CTA Institute for Teaching (IFT) think tank meeting in Natomas. We thought it would be instructive and fun to see what the other one does all day. We never imagined what an incredible and mutually beneficial experience it would turn out to be!

Peer coaching is the non-evaluative observation with the sole intent of encouraging and supporting a colleague in their quest to improve their craft and make a meaningful and positive impact on their students. A peer coach is simply the classroom instructor colleague of your choice, whom you invite to observe your teaching, and who will provide you with that invaluable, compassionate feedback. In return, you reciprocate to provide the same type of support and encouragement. Who best to understand a journey than another who walks in similar shoes?

It's a funny fact that teachers are sometimes clueless about the genius of their actions.

**How does it work?** ➤ It's easy, engaging, and actually fun once you get past the initial trepidation of having someone spend the better part of a teaching day watching you in action.

First, choose someone that you trust and admire and whose opinion you value. You need not select someone who instructs the same subject, or even the same grade level. We're proof that a high school teacher can learn much from a second-grade teacher (and vice versa) if the focus is on how teaching and learning works in a particular environment.

You're not looking to find a particular method or pedagogical approach, per se. Once one starts to look for the textbook version of what good teaching is supposed to be, one risks missing all of the beautiful little nuances that make learning happen — the looks, touches, changes in tone, motions and subroutines won't be found on your standard evaluative tools. Good, universal teaching strategies just sort of “jump out” no matter the age or discipline.

Next, sit down and talk about what you each hope to gain in the process. Is there a particular subject area you want to improve? Do you want to sharpen your classroom management skills? Would you like to strengthen your cooperative learning model among your students? Or do you just want someone to come in with a fresh pair of eyes and ears and share with you what they notice you doing with your students?

How many teachers actually have the chance to go into another teacher's classroom and just watch? No writing, no recording, no checking boxes, just watching. What happens is an automatic comparison to one's own pedagogical skills, which is essentially reflecting on one's own teaching. As teachers, we know that reflection is the essence of learning. And as teachers, we should exemplify those great learning processes.

No matter what you hope to gain, having a trusted co-worker observe your routine for a day will benefit you both in ways you may never have imagined.

#### GO ONLINE

Watch and listen to Lysa and Ed tell their story at [cta.org/edandlysa](http://cta.org/edandlysa).

At the end of the day, or even during breaks, share what you both noticed. We saw similarities in strategies we used with our students. It is validating professionally to see another teacher effectively using tactics that are implemented in your own instruction. We also noticed how we each put our own personal style into our jobs. Our discussions afterward were rewarding and informative. Each of us noted things that the other was doing almost innately. Even more significantly, we each felt supported, encouraged, and energized by the other's positive comments and authenticating feedback.

It's a funny fact that teachers are sometimes clueless about the genius of their actions. Perhaps hundreds of hours went into the honing of just one little technique, yet the teacher often doesn't realize they are using it when they do.

If nobody observed us, or we got no feedback on what we did, what references would we have to know how we're doing? Some sort of observation is necessary, isn't it? Being observed by another teacher, regardless of subject or grade level, can be extremely instructive as well as validating.

**Go for it!** >> So often we have little control over changes implemented in public education. By taking the reins of our own empowerment and validation, we are implementing a strength-based

approach to teaching and learning by focusing on the positive things that we as educators can influence. Sustaining our fellow educators with encouragement and constructive feedback is a means to revitalize our profession.

If you are ready to give peer coaching a shot, many districts provide release time for educators to observe other instructors. If that is not available in your district, talk to your local union leadership to ask about supporting you in this process. If you and your peer work in different districts, perhaps the calendar would allow you to visit each other's school on breaks when the other's school is in session. It's worth a vacation day or two, we promise!

Teaching is an art, not a science. And like great artists, good teachers improve with practice. Aside from parenting, teaching is the most important job on the planet, and we need to do all that we can to enable one another to be the best that we can be for our students. Peer coaching is wonderful to help achieve this goal.

So, go for it! You won't need any coaching to feel glad that you did. ■

*Lysa Sassman, Auburn Union Teachers Association president, teaches second grade at Rock Creek School in Auburn. Ed Auerbach, Stockton Teachers Association, is a high school government/economics teacher at Health Careers Academy in Stockton.*

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UHCCA704337-000

# Perspectives

Members' opinions and practical advice, plus guest columns and reviews



## Extra! Read all about it! **Home ec teacher dishes up basic skills!**

"THE SPITBALL-SIZED AMOUNT OF NUTRITION EDUCATION CHILDREN GET FROM K-9 BIOLOGY JUST ISN'T ENOUGH," SAYS **MONA KLEIN**. WHERE ELSE WILL TEENS LEARN ABOUT NUTRITION AND FOOD PREPARATION, CHILD DEVELOPMENT, PARENTING AND MONEY MANAGEMENT? READ MORE WHAT THIS SPITFIRE OF A TEACHER THINKS ON PAGE 23.



# Should teachers allow students to turn in late assignments?

## YES

There are many reasons students may be chronically late with their assignments, but is it really worth it — as their mentor — to punish them for completing their assignments? Aren't we all looking for student understanding and participation?

Classwork and homework should reinforce the subject material. Not every student is able to process information within a given timeline. I'd rather students turn in late work and use it as a "teachable moment" to discuss what might happen if they're late with their assigned duties at a future job, rather than create a bruised ego about homework or classwork.

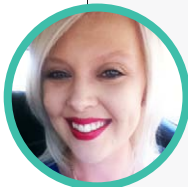
If students complete and turn homework in late, knowing they get partial credit, it's a choice they are making. And it's still participation.

Teacher flexibility should be viewed as a strength — not a weakness. There are things going on in our students' lives that we may not always know about. If you are flexible and let students know what your policy is (or how much you're willing to compromise) students are more apt to do their assigned work. It's the teachers with the ego and the focus of deadlines that are the ones who lose their audience and in the end are much more frustrated with the profession.

My teachers had a clear policy about late work: Students received a certain amount of credit, but it was better than falling behind or not producing any work at all. It helped me as a student know that I had the opportunity to turn in late work if I needed to.

When I didn't feel pressured or guilty about turning in late assignments, it helped make school less overwhelming. I don't believe it negatively affected my testing or motivation. I was a diligent student, but sometimes we all need a couple of extra days to finish a task.

**VERONICA POLK**, *Contra Costa County Schools Education Association*, is a special education teacher.



Is it more important to enforce deadlines and teach students personal responsibility?

Or is flexibility useful for some students who need extra time? How educators handle late assignments seems to be all over the map. Some give students a zero, others dock a few points or drop an entire grade level for each day of lateness, while others give students full credit for the work. We asked two CTA members to address this important issue. And we'd like to note appreciatively that both turned in their opinions on time.

## NO

I don't come to work late. I don't get behind in my lesson plans or my grading. I do all of that to the best of my ability. I have a good work ethic. I have the same expectations for students — to be on time. Allowing late homework doesn't help develop a good work habit, and it can turn students into procrastinators.

I think that when you let students turn work in late, you are indicating that the work itself has little value or attachment to what you are teaching at the time. There is no sense of urgency or importance. I don't assign much homework, so the homework that I assign is important and supports what they are learning right then. Late work also allows students to be behind in what they are expected to learn. That can create an atmosphere where teaching becomes difficult because students don't know what they need to know that day in order to learn that lesson. It can throw off lessons and test dates at best and create discipline problems at worst.

Because I don't allow students to turn in late work, almost all of my students do their homework when it is assigned and turn it in on time. They know the expectation, and they meet it.

There are, of course, exceptions. A severe illness, a family tragedy, or something of that magnitude. Exceptions have to be truly that — exceptions and a rare occurrence. Other than that, students should be able to avoid it by being organized and using a planner.

Being on time is an important life skill and something that is taught through holding students to a standard that you set. I have found that students will work hard to meet standards, but will also work very little if they know that is acceptable.

**JULIA KNOFF**, *San Diego Education Association*, teaches U.S. history and AVID at Scripps Ranch High School.





# Home ec teacher dishes up basic skills

By Sherry Posnick-Goodwin

**DON'T TELL MONA KLEIN** that home economics teachers are an endangered species — or that the subject matter is outdated in this day and age. This Menlo-Atherton High School culinary and life-skills teacher just might reach the boiling point.

“Home ec teachers have not gone the way of the cowboy — and neither has the cowboy,” she asserts. “Times have changed, social and economic needs have changed — and so have the cowboy and the home ec teacher. It is time to reconsider some of the issues that make home economics education an important discipline.”

Giddyup.

We asked this outspoken, passionate Sequoia District Teachers Association member to explain her views on why students need these classes to become responsible, healthy and productive adults. Most of the curriculum — nutrition and food preparation, child development, parenting, consumer education, money management, fashion and interior design — is just horse sense, says Klein, entering her 40th year teaching the subject, although today, more than ever, teens are less likely to learn these things at home. ■

## In Mona's words:

### **People may not realize...**

money management and consumer education have always been key components of home economics. It's needed to navigate today's cost of living, the pitfalls of student loans and the dependence on credit.

### **Home economics is needed today more than ever because...**

it teaches students about food choices and empowers them to apply their nutrition knowledge during food preparation labs. It's needed to combat an increase in childhood obesity and childhood diabetes. My students say they almost never sit down to eat with their families. With both parents working outside the home, teens are doing more of the grocery shopping. And the spitball-sized amount of nutrition education children get from K-9 biology just isn't enough.

### **Another reason schools need home ec classes is...**

they soften the harsh edges of high school. It's nice to have a place where anyone can get a PB&J sandwich, when needed.

### **I am concerned about the future...**

since there is a shortage of credentialed home economics teachers, and many are reaching retirement age. University students majoring in family and consumer sciences (the new term for home economics) are hesitant about spending an extra year to acquire the single-subject credential, because there is a false impression that home economics is no longer offered in high school. In fact, most programs in California schools survived extinction, but were trimmed to a smaller size. Often when a position opens up, there are few qualified applicants.

### **To stay current in the field...**

I just attended a home economics teacher's conference, where I learned more about lesson planning for Common Core than I have learned anywhere else. Our home economics consultants in the Department of Education are always providing us with the latest knowledge and skills for teaching.

### **It's a great subject to teach...**

because you get to share life skills with teens every day. And what's more important than that?



# FIRST GENERATION

## film illustrates need for more counselors

By Sherry Posnick-Goodwin

**WHAT CAN SCHOOLS** do to help poor kids attend top colleges and succeed once they enroll?

The answer is plenty, according to *First Generation*, a compelling documentary that follows four California students struggling to become the first in their families to graduate from college.

The need for more counselors is demonstrated consistently throughout the film, produced by Jaye and Adam Fenderson, whose camera crew followed four low-income high school students from their junior year to graduation and beyond.

College is clearly the best way to break the cycle of poverty for these hardworking, ethnically diverse students. Guidance counselors are sorely needed to help them navigate through the application and financial aid process so they can achieve what comes more easily to those from more affluent families with college-educated parents.

However, the counselors in the film are clearly stretched to the breaking point. The movie reiterates that the ratio of high school students to counselors is 800:1. (According to the California Department of Education, the ratio of

K-12 students to counselors is 945:1.) And that means some students fall through the cracks.

We see a student who is surprised to learn that he should have taken physics for UC eligibility. We see two who are not strongly urged to apply

to top colleges, even though they have great grades and high SAT scores. This jibes with a recent study that

concludes poor students with high test scores and top grades don't apply to top colleges, not realizing they may have better financial aid packages than so-called affordable campuses. The 2013 study "The Missing 'One-Offs': The Hidden Supply of High-Achieving, Low-Income Students" by Caroline M. Hoxby of Stanford and Christopher Avery of Harvard finds that out of 35,000 underserved students with excellent grades, only 8 percent applied to a prestigious university in 2013.

Sadly, students in the film don't know how to navigate the maze of Federal Student Aid, fill out financial aid profiles, seek loan counseling, or write

compelling personal essays to accompany their applications. Were there no classes at their schools conducted by counselors on these topics? Most schools have them, but these students are floundering on their own.

The film is frustrating. One 4.0 student is not aware that her \$50 application fee would be waived at UC campuses due to her low economic situation, so she doesn't apply because she can't afford it. She ends up in community college.

Another student with a middling GPA is not deterred from applying to Harvard, which is obviously money wasted.

A student abandoned by her parents, who seems to be on track for a full UCLA scholarship, chokes at the last minute and writes a weak personal essay because she doesn't want admission officers to pity her. Clearly some coaching could help.

A student who makes it into a CSU campus doesn't succeed after the first semester, because he is more focused on partying than studying.

Takeaways from the film, in addition to the need for more counselors, are:



*Cecilia Lopez failed to realize her dream of attending UCLA. She encourages other students to avoid the mistakes she's made.*

- Parents need to be educated about the importance of college. Parents in the film go back and forth between supporting students and imposing guilt trips to keep them at home. Parents are not contacted by educators, nor do they contact educators, to help them understand that investing in college pays off in better jobs and higher salaries.
- Schools need to educate students better about college application deadlines, how to apply to universities, which schools offer the best financial aid, etc.
- It is important to educate high school students about strategies to succeed once they are enrolled in college as they transition to living away from



*Students like Keresoma "Soma" Leio don't know how to navigate the financial aid maze.*

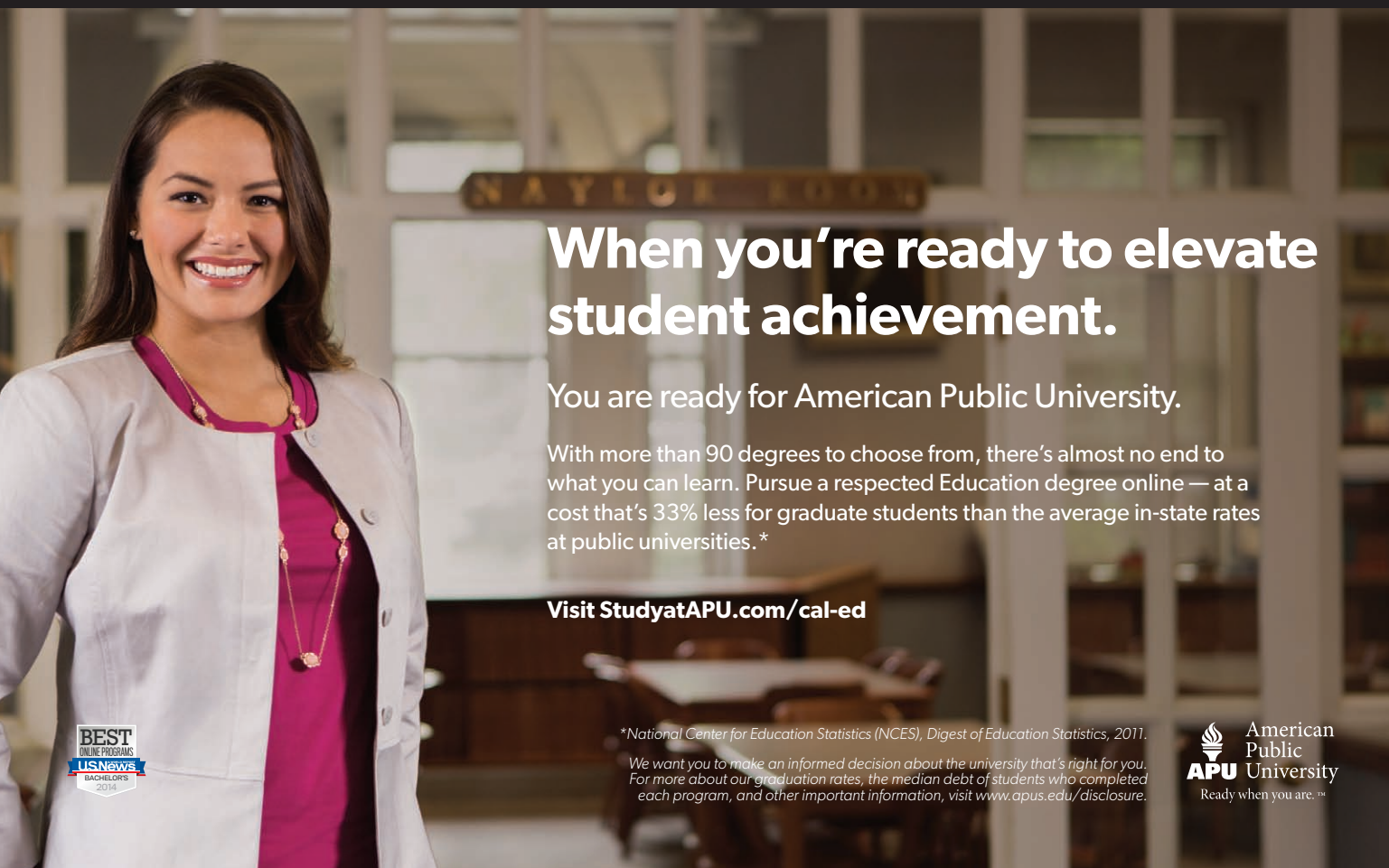
home. According to the film, most first-generation, low-income students drop out of college. Only 21 percent transfer from community colleges to four-year colleges.

The film has been shown in high schools nationwide, and cast members have attended screenings, including Cecilia Lopez, who failed to realize her dream of attending UCLA. She says she hopes to encourage other students to avoid the mistakes she made when applying to colleges, such as submitting a lackluster personal essay.

The filmmakers say the most difficult part was having to refrain from offering help to the students who were obviously on the wrong track. They shouldn't feel guilty; the film is making up for it by reaching

a large population and informing students, school staff and parents about the importance of making good choices.

For more information or a free screening, visit [firstgenerationfilm.com](http://firstgenerationfilm.com). ■



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\*National Center for Education Statistics (NCES), Digest of Education Statistics, 2011.

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# Who can help you avoid burnout?

Nelson Mandela and Desmond Tutu! *By Kimberley Gilles, San Ramon Education Association, 2014 NEA Teaching Excellence Award winner*

THE SCHOOL YEAR has begun, and I feel a familiar mixture of apprehension and anticipation. I lengthen my stride, call on the stamina I have developed over 28 years, and push into the marathon that is the school year. I know I will experience both the endorphins of the “teacher’s high” and the pain of hitting the wall. I am not prepared to give up the teacher’s high, but I am determined to minimize the damage of hitting the wall. I have experienced burnout — with sources both physical and emotional — as a result of trying to be the best teacher I know how to be, every single day.

And I know I am not alone.

I’ve read many articles about taking care of myself physically, and those articles make sense. My problem is that they haven’t addressed the exhaustion in my heart and soul.

Luckily, I have discovered an approach that sustains me. Ubuntu. Ubuntu, pronounced oo-**BUUN**-too, is a Nguni Bantu word that translates roughly to “human kindness.” According to Archbishop Desmond Tutu, “A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good. . . . You can’t be human all by yourself, and when you have this quality — Ubuntu — you are known for your generosity.”

His description sounds like most teachers I know.

Nobel laureate Nelson Mandela used an example to describe Ubuntu. “A traveler through a country would stop at a village, and he didn’t have to ask for food or for water. Once he stops, the people give him food and attend him. That is one aspect of Ubuntu, but it will have various aspects. Ubuntu does not mean that people should not enrich themselves.

“The question is: Are you going to do so in order to enable the community around you to be able to improve?”

Mandela surprised me. His description of Ubuntu includes an element I always overlook. It is embedded in Mandela’s clarification that “Ubuntu does not mean that people should not enrich themselves.” The key word is **enrich**. Mandela is not talking about bank accounts. In Ubuntu, being “enriched” has artistic, spiritual, emotional and intellectual elements. Mandela understands that teachers cannot be sustained if all we do is give. Dr. Liza Rankow of the OneLife Institute in Oakland said, “If I have a roof and you need a roof, Ubuntu moves me to share it. When I do, we are both lifted up.” Here is the epiphany that was a revelation for me: before I can share, I must have. Before I can enrich, I must be enriched. That’s the part of Ubuntu I missed and neglected.

I don’t think I’m alone.

Let me be clear. There are wonderful things I do for myself that are just for me. There is a place in my life for good old-fashioned self-indulgence. Yes, I want the occasional “Law and Order” marathon and a pedicure.

These luxuries are lovely, but they are not the kind of self-care that fills me up in ways that strengthen me for the tasks I shoulder as a teacher. What kind of enriching does Ubuntu encourage us to pursue? Ubuntu teaches us to take care of ourselves in ways that develop our inner reserves. It results in me taking care of myself in ways that help me be more patient, more compassionate, and more effective in my classroom.

All of this sounds a little bit woo-woo. So, let me get specific. I’ll share my list!

## *Kimberley’s List of Ubuntu Enrichments*

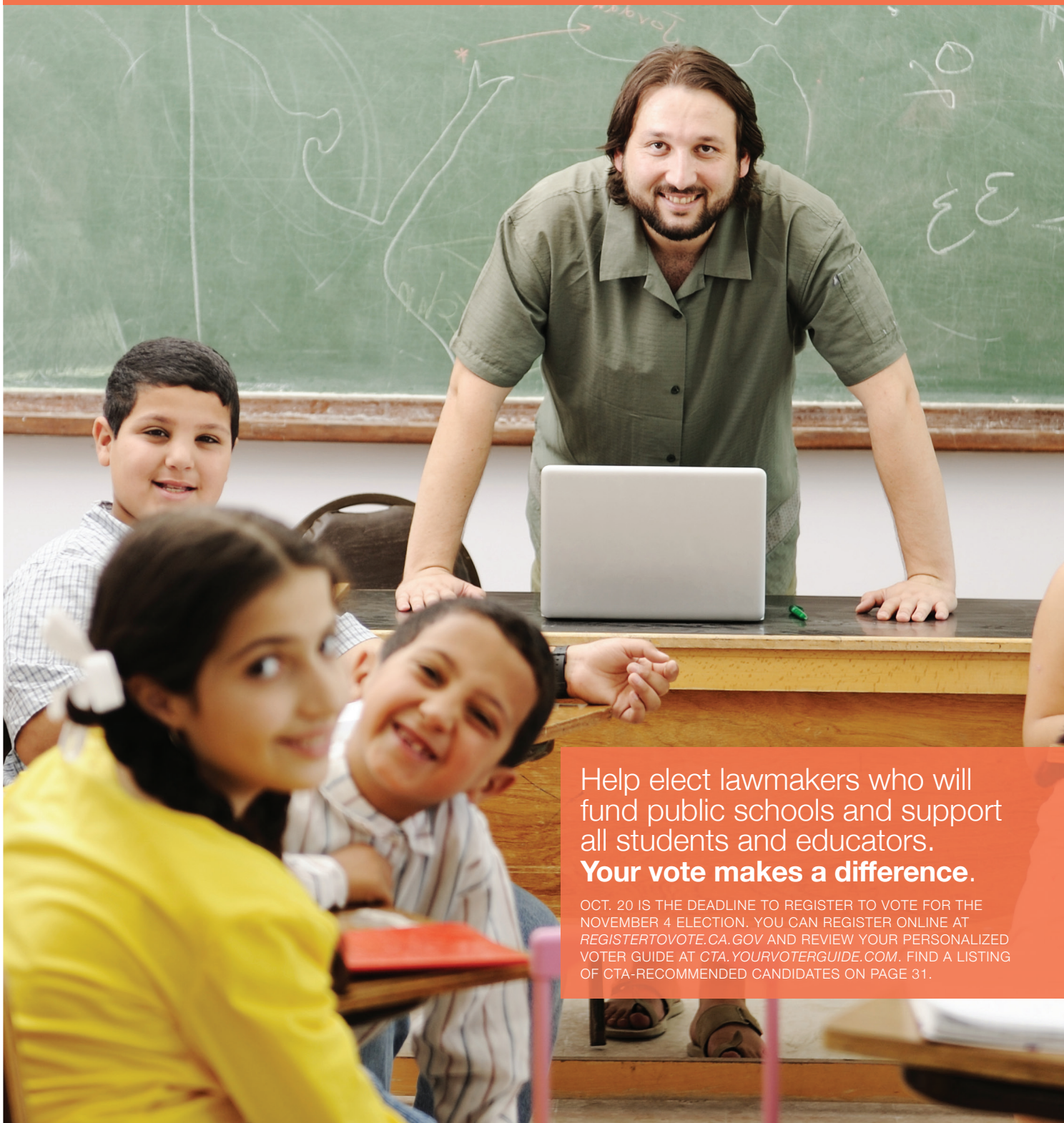
1. Deep breathing with hope — and acceptance of whatever actually happens. (My personal favorite!)
  - a) I breathe in through my nose while “seeing” an image of whatever I am hoping for: a call from my daughter, the stamina to grade five more essays thoughtfully.
  - b) While breathing in and envisioning, I think, “Let it be.”
  - c) Then I breathe out through my mouth while releasing the picture I have just “seen.”
  - d) While breathing out, I think, “Let it go.”
  - e) Repeat and enjoy.
2. A warm shower or bath.
3. Journaling.
4. Snuggling with my dog.
5. Needlework.
6. Rereading special letters from students, parents and colleagues that I keep in a folder. (If you haven’t started one, *do!*)
7. Writing a note of gratitude.
8. Listening to music.

## ***Try making your own list and taking care of yourself***

As the autumn days grow a little shorter and the evenings grow a little cooler, I wish all of us a year of creation and rest, pouring out and filling up, and the wisdom to know that these dualities are not the problems and the perks of teaching, they are the two connected wings that make each year fly. ■

# Advocacy

News from the legal, legislative, bargaining and education policy fronts



Help elect lawmakers who will fund public schools and support all students and educators.

**Your vote makes a difference.**

OCT. 20 IS THE DEADLINE TO REGISTER TO VOTE FOR THE NOVEMBER 4 ELECTION. YOU CAN REGISTER ONLINE AT [REGISTERTOVOTE.CA.GOV](https://www.registertovote.ca.gov) AND REVIEW YOUR PERSONALIZED VOTER GUIDE AT [CTA.YOURVOTERGUIDE.COM](https://www.cta.yourvoterguide.com). FIND A LISTING OF CTA-RECOMMENDED CANDIDATES ON PAGE 31.



# A city with two tales

The ways two districts in Oroville worked with their union in developing the Local Control and Accountability Plan (LCAP), which is the mandated accounting for the new school funding formula, have been vastly different. *Compiled by Cynthia Menzel*

**JIM BURFEIND** became president of the Oroville Elementary Teachers Association in January 2014. Teisha Hase has been Oroville Secondary Teachers Association president for two years. While many of their experiences as local leaders have been similar, the ways their districts involved their respective unions in developing school funding plans to enhance student learning differed greatly.

The intent of California's new school funding mechanism, the Local Control Funding Formula (LCFF), is for schools to focus on student success. The LCFF requires school districts to involve local chapters and parents, and other stakeholders, in planning and decision-making, as well as in developing three-year Local Control and Accountability Plans (LCAPs) using a template adopted by the State Board of Education.

The LCAP identifies annual goals, specific actions, and ways to measure progress for student subgroups across multiple performance indicators, including student academic achievement, school climate, student access to a broad curriculum, and parent engagement.

As Jim and Teisha talked at CTA's Presidents Conference, they discovered that when it comes to funding programs through the LCAP to ensure student success, they had two tales in one city. ■



*Jim Burfeind and Teisha Hase compare their districts' LCAP planning processes.*

## ***Describe the process for compiling the LCAP.***

**JIM BURFEIND:** Our local, OETA [Oroville Elementary Teachers Association], sent three leaders to LCAP and LCFF training by CTA in September 2013. We decided to meet immediately with our district [Oroville City Elementary School District] to request we be fully involved in developing the LCAP. We requested strong teacher representation in the communitywide LCAP meetings and also made sure the LCAP was regularly discussed in negotiations. OETA made sure there were discussions on the possible LCAP goals at each site and all those ideas were compiled.

**TEISHA HASE:** Beginning in June 2013, Oroville Secondary Teachers Association reminded our district [Oroville Union High School District] of its obligation to bargain/consult on the LCAP with OETA as the official representative of certificated staff. Our primary contact staff, Mark Leach, wrote an official letter to that end in June.

## ***How did your district involve your local chapter in the LCAP process?***

**JIM BURFEIND:** Our communitywide LCAP committee, consisting of 30 members including 12 teachers, met five times over the year. OETA recruited teachers and made sure we had a wide selection of representatives, including school sites, grade levels and special education, and very importantly, we included two OETA executive board members. As rough drafts of the LCAP began to develop, copies were emailed by the district to the OETA leadership, and we discussed them and made written suggestions.

We presented reports on the LCAP to all our rep council meetings and tried to have a constant process of taking in feedback. In general, our district was respectful and genuinely seemed to value our expertise.

**TEISHA HASE:** We were not involved until the very end. In December 2013, the district created an email account for public input, and anyone could write in to suggest priorities for funding. The superintendent's administrative assistant actually wrote OSTA members directing them to not ask for any salary increases.

OSTA requested, then demanded, the opportunity to give input on the LCAP as required by law. This did not happen. OSTA was alarmed the school board was given a draft of the LCAP on May 8, since no input was sought from OSTA as an official stakeholder. We feared that other stakeholders may not have been properly consulted either. The first any OSTA members saw of the LCAP was May 13 at negotiations.

### *Did you, as president, sign the LCAP?*

**JIM BURFEIND:** I was never asked to sign the LCAP. We don't agree with points in the LCAP, but we were listened to, and many changes we requested were made in the final LCAP.

**TEISHA HASE:** No.

### *What's the status?*

**JIM BURFEIND:** We are concerned that the specific amounts of money for the actions included in the LCAP were not in the draft until the last two weeks in June, just before it was adopted. We were surprised that the following action, "The district will have a competitive salary schedule that is comparable to districts identified in the collective bargaining agreements," had no money amount included, and most of the entire base, supplemental and concentration grant monies are allocated already.

**TEISHA HASE:** The district finally met with the bargaining team May 29. The official input we gave was hardly reflected in the LCAP that was submitted — basically, they cleaned up typos and made changes the county office of education recommended. I've shared how disappointed I was that OUHSD did not follow the intent (or letter) of the law to involve all stakeholders in the LCAP process. Even the county office of education seemed not to care.

### *What lessons have you learned from this?*

**JIM BURFEIND:** We need to negotiate money into the LCAP much earlier in the year than we have thought to do in the past. For example, we may need to make sure compensation is discussed in negotiations as part of the LCAP in the first few months of the 2014-15 school year for the 2015-16 LCAP revision. The basic state priority recognizes the importance of having high-quality educators, and that requires adequate compensation.

**TEISHA HASE:** We may need to discuss the breakdown of the process with some other agency, like the California Department of Education. Teachers are experts who have valuable ideas about what changes need to be made in the classroom and to support all students, including English learners, foster youth and the socio-economically disadvantaged. Teachers are the best judges about what are rigorous and still realistic goals. I will continue to speak with the superintendent about the need to involve this incredible asset — teachers.

## WHAT YOU NEED TO KNOW



THE REGULATIONS FOR THE LOCAL CONTROL FUNDING FORMULA (LCFF) AND THE LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) ARE INEXTRICABLY LINKED. TOGETHER, THEY GIVE LOCAL EDUCATORS AND LOCAL CHAPTERS AN OPPORTUNITY TO FURTHER PARTICIPATE AND GUIDE DISTRICT BUDGETS.

### **The LCFF regulations consist of four parts:**

1. The most important part of the LCFF/LCAP is the meaningful inclusion of the participation of bargaining units, administrators, parents and students in the district planning process. This is a requirement of the statute and is a cornerstone of the subsidiarity concept on which LCFF is based.
2. A local school district must demonstrate in its LCAP how supplemental and concentration grant funding will be used to increase or improve services for English learners, low-income students and foster youth. The regulations keep the flexibility to use districtwide and schoolwide programs, but with heightened scrutiny to ensure money is being spent to support those students. In addition, districts must include within their LCAP an explanation of how expenditures meet the school district's goals for its subgroups in the state's priority areas.
3. This one is a little technical. A proportionality formula is included to roughly measure whether services to the targeted student populations are increased or improved compared to services provided to all students, in proportion to the increase of funds districts received for those kids. The goal is to ensure that the intent of funding equity is being followed.
4. County superintendents do have to review and sign off on a district's LCAP, but only to ensure that dollars were spent according to the plan. They don't get to scrutinize the plan and say they don't like it or tell a district to change their plan. They are checking only to see if the district rationale matches the spending plan.

### **The district's LCAP paperwork has three sections:**

1. Describes the process used to engage the education community and how this engagement contributed to the development of the accountability plan.
2. Lists the goals for all students and for each subgroup, and describes whether those goals differ for any individual schools within the district, how those goals align to the state and local priority areas, and progress made toward achieving those goals.
3. Consists of the actions, services and expenditures that will be used to meet each of the district's identified goals to increase services to students.



# Elections have consequences in legislation

As bills head to the governor's desk, we see what a difference our votes can make for our students.

AS YOU REMIND colleagues to register to vote and educate yourself on candidates and issues, keep in mind that what happens in Sacramento and at your local board meetings impacts what happens in your school. Here are just a few of the issues CTA has been working on for you as the two-year legislative session wrapped up.

## »» *Mandatory kindergarten*

CTA believes in providing students with a quality education beginning the very moment they get to our schools. CTA is sponsoring AB 1444 because kindergarten provides students with much-needed early learning that prepares them to succeed throughout their academic careers. Because kindergarten attendance is currently voluntary, too many students — including many ethnic minorities, English learners, and students living in low-income homes — start first grade at a significant disadvantage.

CTA's only sponsored bill this year is headed to the governor, and your contacts with the governor's office will be crucial to boosting the chances he will sign the measure. AB 1444, by Assembly Education Chair Joan Buchanan (D-Alamo) and Assembly Member Shirley Weber (D-San Diego), would require completion of kindergarten prior to entering first grade.



## »» *Language acquisition program, bilingual education*

The governor is expected to sign CTA-backed SB 1174, a measure by Sen. Ricardo Lara (D-Bell Gardens) that gives parents or legal guardians the right to choose a language acquisition program that best suits their child, which could include bilingual education. The measure rolls back onerous provisions of Prop. 227, the English-only initiative. If the governor signs the bill, the measure will appear on the ballot in November 2016.

## »» *EpiPen volunteers*

Despite objections of the education community, the Assembly approved SB 1266 by Sen. Bob Huff (R-Diamond Bar), which requires schools to allocate limited financial resources to stockpile multiple epinephrine injectors at school sites. Educators who “volunteer” would be required to administer the prescription to students. Educators believe schools need to provide school nurses who are fully trained in this area.

CONTINUED ON PAGE 32. »»

# Your vote makes a difference!

## CTA's recommendations for the Nov. 4 general election

**REMEMBER** — your vote makes a difference. Help elect lawmakers who will fund public schools and support all students and educators. Know that when you cast your vote for CTA-recommended candidates, you vote for those who will support teaching and learning issues. ■

### GO ONLINE

Oct. 20 is the deadline to register to vote. You can register online at [registertovote.ca.gov](http://registertovote.ca.gov). For election information and resources, visit [cta.org/campaign](http://cta.org/campaign).

To see your personalized voter guide, visit [cta.yourvoterguide.com](http://cta.yourvoterguide.com).

## ➤ STATEWIDE

### *Governor*

Jerry Brown

### *Lieutenant Governor*

Gavin Newsom

### *Attorney General*

Kamala Harris

### *Controller*

Betty Yee

### *Insurance Commissioner*

Dave Jones

### *Treasurer*

John Chiang

### *Secretary of State*

Alex Padilla

### *Superintendent of Public Instruction*

Tom Torlakson

### *Board of Equalization, District 1*

Chris Parker

### *Board of Equalization, District 2*

Fiona Ma

### *Board of Equalization, District 3*

Jerome Horton

AD 37 Das Williams  
 AD 39 Raul Bocanegra  
 AD 40 Kathleen Henry  
 AD 41 Chris Holden  
 AD 42 Karalee Hargrove  
 AD 43 Mike Gatto  
 AD 44 Jacqui Irwin  
 AD 45 Matt Dababneh  
 AD 46 Adrin Nazarian  
 AD 49 Edwin Chau  
 AD 51 Jimmy Gomez  
 AD 52 Freddie Rodriguez  
 AD 53 Miguel Santiago  
 AD 54 Sebastian Ridley-Thomas  
 AD 56 Eduardo Garcia  
 AD 57 Ian Calderon  
 AD 58 Cristina Garcia  
 AD 59 Reginald Jones-Sawyer  
 AD 61 Jose Medina  
 AD 62 Autumn Burke  
 AD 63 Anthony Rendon  
 AD 64 Mike Gipson  
 AD 65 Sharon Quirk-Silva  
 AD 66 Al Muratsuchi  
 AD 70 Patrick O'Donnell  
 AD 73 Wendy Gabriella  
 AD 78 Toni Atkins  
 AD 79 Shirley Weber  
 AD 80 Lorena Gonzalez

CD 12 Nancy Pelosi  
 CD 13 Barbara Lee  
 CD 15 Eric Swalwell  
 CD 16 Jim Costa  
 CD 17 Mike Honda  
 CD 18 Anna Eshoo  
 CD 20 Sam Farr  
 CD 21 David Valadao  
 CD 24 Lois Capps  
 CD 26 Julia Brownley  
 CD 27 Judy Chu  
 CD 28 Adam Schiff  
 CD 29 Tony Cárdenas  
 CD 30 Brad Sherman  
 CD 31 Pete Aguilar  
 CD 32 Grace Napolitano  
 CD 33 Ted Lieu  
 CD 34 Xavier Becerra  
 CD 35 Norma Torres  
 CD 36 Raul Ruiz  
 CD 37 Karen Bass  
 CD 38 Linda Sánchez  
 CD 40 Lucille Roybal-Allard  
 CD 41 Mark Takano  
 CD 42 Tim Sheridan  
 CD 43 Maxine Waters  
 CD 44 Janice Hahn  
 CD 46 Loretta Sanchez  
 CD 47 Alan Lowenthal  
 CD 50 James Kimber  
 CD 51 Juan Vargas  
 CD 52 Scott Peters  
 CD 53 Susan Davis

## ➤ STATE ASSEMBLY

AD 02 Jim Wood  
 AD 03 Jim Reed  
 AD 04 Bill Dodd  
 AD 07 Kevin McCarty  
 AD 08 Ken Cooley  
 AD 09 Darrell Fong  
 AD 11 Jim Frazier  
 AD 12 Kristin Olsen  
 AD 13 Susan Talamantes Eggman  
 AD 14 Susan Bonilla  
 AD 15 Tony Thurmond  
 AD 16 Tim Sbranti  
 AD 17 David Campos  
 AD 18 Rob Bonta  
 AD 19 Phil Ting  
 AD 20 Bill Quirk  
 AD 21 Adam Gray  
 AD 22 Kevin Mullin  
 AD 24 Rich Gordon  
 AD 25 Kansan Chu  
 AD 27 Nora Campos  
 AD 28 Evan Low  
 AD 29 Mark Stone  
 AD 30 Luis Alejo  
 AD 32 Rudy Salas  
 AD 36 Steve Fox

## ➤ STATE SENATE

SD 02 Mike McGuire  
 SD 04 CJ Jawahar  
 SD 06 Roger Dickinson  
 SD 10 Bob Wieckowski  
 SD 12 Anthony Cannella  
 SD 14 Luis Chavez  
 SD 18 Bob Hertzberg  
 SD 20 Connie Leyva  
 SD 22 Ed Hernandez  
 SD 24 Kevin de León  
 SD 30 Holly Mitchell  
 SD 32 Tony Mendoza  
 SD 34 Jose Solorio  
 SD 40 Ben Hueso

## ➤ U.S. HOUSE OF REPRESENTATIVES

CD 01 Heidi Hall  
 CD 02 Jared Huffman  
 CD 03 John Garamendi  
 CD 05 Mike Thompson  
 CD 06 Doris Matsui  
 CD 07 Ami Bera  
 CD 09 Jerry McNerney  
 CD 10 Michael Eggman  
 CD 11 Mark DeSaulnier

## ➤ NO ON PROP. 46

### *Skyrocketing Medical Costs*

This measure, written by trial lawyers, would make it easier and more profitable for lawyers to sue doctors and hospitals, causing lawsuits and jury awards to skyrocket and driving up medical costs for consumers and state and local governments. You could lose your trusted doctor and vital services, as well as your personal privacy.

## ➤ YES ON PROP. 47

### *Safe Neighborhoods and Schools*

This commonsense reform would change sentencing for low-level nonviolent crimes from felonies to misdemeanors. This will stop wasting prison space and save hundreds of millions annually, which will be redirected to K-12 schools and treatment programs. It protects public safety and reduces the barriers that many with felony convictions for nonviolent crimes face to becoming productive citizens.



## LEGISLATIVE UPDATE

CONTINUED FROM PAGE 30. >>

### >> *Student absenteeism and truancy*

CTA-backed AB 1866, aimed to track and reduce student absenteeism and truancy, is headed to the governor's desk. Proposed by Assembly Member Raul Bocanegra (D-Pacoima), AB 1866 helps school districts and county offices of education identify at-risk youngsters early and intervene to keep them in school.

### >> *Fighting child abuse*

The governor signed AB 2560 by Assembly Member Susan Bonilla (D-Concord), which provides to persons renewing their teaching credentials a written statement of their responsibilities under the Child Abuse and Neglect Reporting Act to report known or suspected incidents of child abuse.

### >> *Charter school transparency and accountability*

The governor is expected to sign CTA co-sponsored AB 913 by Assembly Member Ed Chau, which requires charter schools' governing boards to comply with statutes that promote transparency and accountability to the public in the operation of public schools and expenditure of public funds. AB 913 ensures meetings are open to the public and comply with the Public Records Act.

### >> *Bond for school maintenance, construction*

California schools will continue dealing with more than \$21 billion in unmet school construction and maintenance needs, despite efforts by CTA and the education community to put a multibillion-dollar bond issue before voters this November. AB 2235 failed to get the necessary votes in the Senate. It would have given voters the chance to approve funds needed by public schools and colleges to build new classrooms and repair old ones, bringing them up to par with modern-day technological needs.

### >> *Online privacy*

A CTA-opposed bill that would have allowed employers to force peace officer job applicants to reveal password-protected areas of their social media accounts was killed. AB 25, by Assembly Member Nora Campos (D-San Jose), would be an outrageous invasion of privacy that could be extended to all employees, including educators and school district applicants. ■



## TEACHERS, STATE APPEALING *VERGARA V. CALIFORNIA* DECISION GUTTING TEACHER DUE PROCESS RIGHTS

### Anti-public school candidates have been bashing

**GOV. JERRY BROWN** appealed a court ruling on a lawsuit brought on by corporate special interests seeking to privatize public education and strip educators of their professional rights. The notice of appeal was filed one day after Los Angeles Superior Court Rolf M. Treu issued his final ruling in the *Vergara v. California* case.

State Superintendent of Public Instruction Tom Torlakson requested the appeal, saying, "The people who dedicate their lives to the teaching profession deserve our admiration and support. Instead, this ruling lays the failings of our education system at their feet." Anti-teacher candidates have used the decision to criticize the governor and the superintendent in campaign materials.

CTA and the California Federation of Teachers (CFT), interveners in the case, also appealed the findings, saying that in rolling back protections that allow teachers to educate their students and advocate for them without fear of arbitrary and capricious retaliation, the judge has set back a century of well-reasoned law.

"These statutes provide educators with basic due process rights that allow teachers to speak up on behalf of their students and provide transparency in district employment and layoff decisions," says CTA President Dean E. Vogel, adding that the decision fails to recognize the "benefits to students provided by the challenged statutes, including the ability to recruit and retain educators and promoting teaching as a lifelong career."

California's Education Code allows teachers facing dismissal to present their side of a case and to have their case heard by objective third parties. ■

**LEGISLATOR PROFILE:****Assembly Member Cristina Garcia***Compiled by Len Feldman*

**ASSEMBLY MEMBER** Cristina Garcia was elected in November 2012 to serve California's 58th Assembly District, including Artesia, Bellflower, Bell Gardens, Cerritos, Commerce, Downey, Montebello, Pico Rivera and Norwalk.

Before joining the Assembly, Ms. Garcia served as a statistics instructor at the University of Southern California (USC) and a mathematics instructor at Los Angeles City Community College. She also taught middle school and high school students through the Jaime Escalante Program at East Los Angeles Community College and Huntington Park High School. ■

***What are your hopes for public education?***

I hope that we adequately fund our public education system to ensure all our kids can achieve their potential. On a personal level, I hope we change how the public sees math. Math doesn't have to be something we hate or are scared of. I am not just saying this because I love math and think it is beautiful, but because the fields that are fastest growing all require at least a basic understanding of mathematics.

***What did you do before becoming a lawmaker?***

I was a math teacher for 13 years, and I taught everything from middle school to college.

***What did you learn from your years as a teacher?***

Two things worked for me as a student and as teacher. All the teachers that impacted me helped me embrace and capitalize on what I was good at. Their efforts gave me something to look forward to. These teachers were also creative and thought outside the box. They would never take no for an answer.

As a teacher I really tried to show my students that I respected them as individuals and that we were partners in the process. I shared with them my love of math every day and my expectations that they could all learn. That all worked for me.

***What led you to run for office?***

A sense of responsibility. Redistricting gave me the opportunity to step up and be the type of leader we had been fighting for within our community. A leader who is accessible, who partners with the community, who creates a shared agenda that reflects the district's needs — one who leads with integrity.

***Who was the teacher who had the greatest impact on you?***

My first-grade teacher bolstered our self-esteem by referring to us as her "intellectuals." My third-grade teacher sat with me every day to help me learn to read in English. My fifth-grade teacher encouraged me to take part in the Math Olympics. My seventh-grade teacher sent me to her colleague's math class because I was not challenged enough in hers. My ninth-grade teacher encouraged me to be civically engaged. My chemistry teacher got me enrolled at Cal State Long Beach because there were not enough AP classes for me. And there were many more.

***What advice would you give educators about working with the legislators?***

Knock on all our doors, knock often, and hold us accountable. Remind us that just because we attended school for 12 years or more, we don't necessarily know what makes a good teacher or a good school. Let us know what educators need to help every student succeed.

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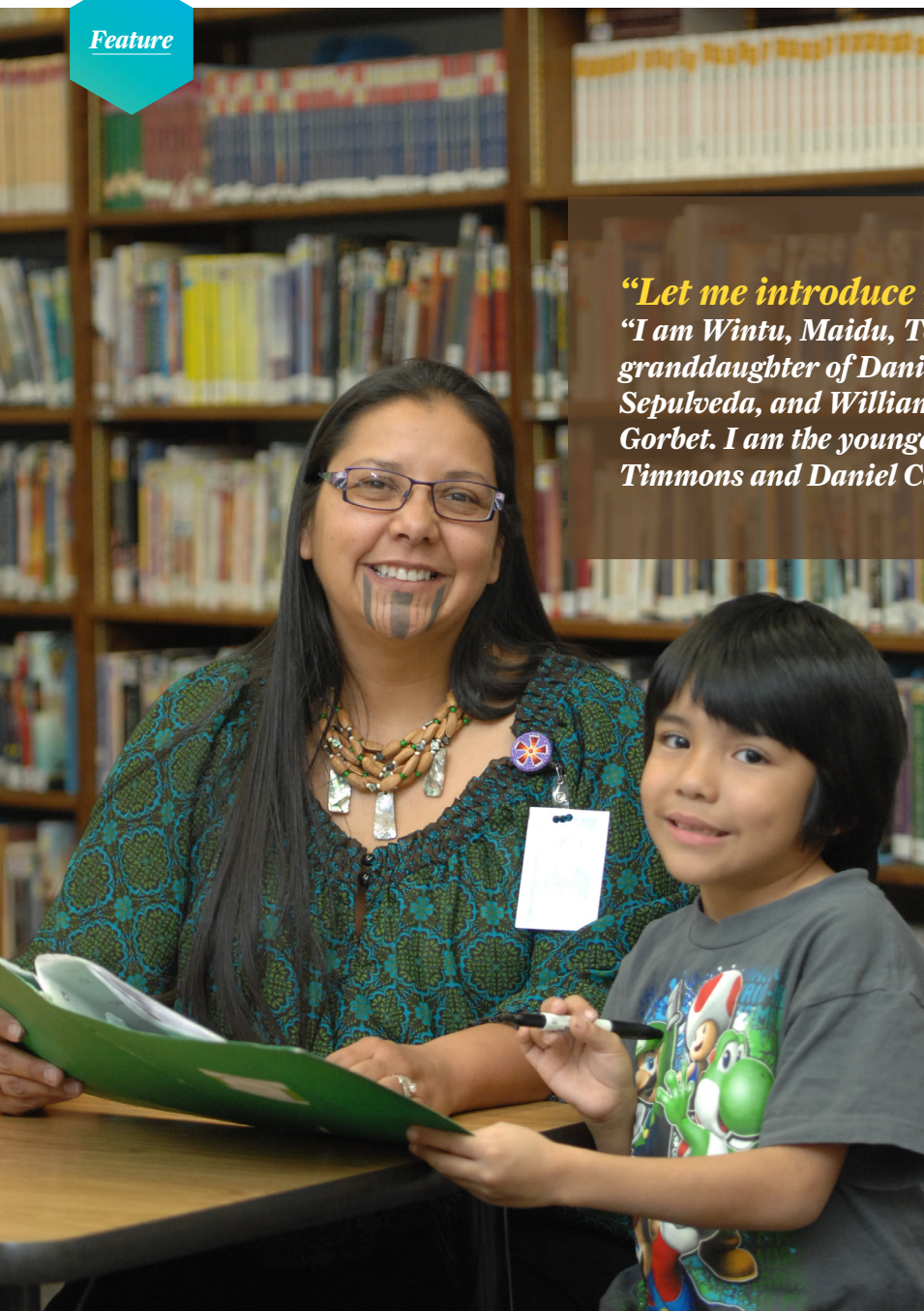
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***“Let me introduce myself,” says April Carmelo. “I am Wintu, Maidu, Tongva, Acjachemen. I am the granddaughter of Daniel Carmelo Sr. and Maria Sepulveda, and William Frank Timmons and Mary Jane Gorbet. I am the youngest of seven children born to Anna Timmons and Daniel Carmelo Jr.”***

She is also a winner of the CTA American Indian/Alaska Native Human Rights Award. Carmelo received the award for demonstrating leadership and commitment in equal educational opportunity, eliminating stereotypes and preserving cultural heritage, traditions and values.

She’s the Indian Education Specialist for the Shasta Union High School District, which includes elementary schools in the Redding/Shasta area. A classified employee, she is a Shasta Secondary Education Association member.

The first thing people notice is the tribal tattoo on her face.

“I put a lot of thought, prayer and time into this,” she says. “I had seen pictures of women with tattoos, and knew I would eventually get one. It’s my commitment to my culture, my family and all the people who have made so many sacrifices. It’s very personal for me.”

Carmelo made news in 2012 when her son was the victim of a hate crime in the Shasta Lake area. A man attacked her son as he skateboarded by his house, yelling racial slurs and pointing a shotgun at him and her.

The attacker was never prosecuted for lack of evidence, which Carmelo described as unjust.

“If the roles were reversed and I was out wielding a gun threatening to kill people, I would have been in jail,” she says.

Justice and inequity weigh heavily on her mind.

When asked about Native Americans and education, there is often conflict and hesitation in her answers, which stems from her own painful experience in the

*April Carmelo with Nate Wilson.*

# April Carmelo

Fighting to help Native American students thrive and keep their culture alive *By Sherry Posnick-Goodwin*

## DIFFERENCES BETWEEN WESTERN LEARNING STYLES AND NATIVE AMERICAN LEARNING STYLES

American school system — and the crisis she believes threatens the future of Native American youth.

“I don’t want to be negative. I want to be truthful. I don’t want to sugarcoat anything,” she says.

School has ended, but Carmelo’s day is far from over. In the library of Bella Vista Elementary School, she tutors first-grader Nate Wilson, helping him sound out vocabulary words he struggles with.

“Can you say *cat*? If you put a b instead of a c, does it become *bat*?”

Above Carmelo and the young Native American student hangs a large painting of pioneers and covered wagons. Featured prominently in the artwork is a white man holding a rifle staring menacingly into the distance.

The incongruous juxtaposition of cultures represented by the people in the painting and the occupants in the library is a jarring reminder that genocide and disease nearly wiped out the Native American population in this Gold Rush community and the rest of the nation, and that despite that, white settlers are often portrayed as heroes in history books, movies and television.

“Hmmm,” says Carmelo. “I am right here, in 2014, as a survivor because of my grandparents and parents, who did whatever they had to do to survive genocide and assimilation.”

Despite the artwork, Carmelo says she is pleased that the school allowed students to research Native American tribes

Carmelo sees her job of 15 years as a combination of educator and social worker. Her duties as a Title VII Indian education coordinator are vast.

instead of writing reports about California’s missions and constructing replicas of them. She points to the many “plank houses” students built from wood, grass and other natural materials that sit atop the shelves.

“Asking these students to recreate the missions is like asking Jewish students to recreate the showers in concentration camps,” she muses. “Could you imagine? You might say that it is culturally *inappropriate*.”

**Growing up American Indian** >> Carmelo knows a thing or two about cultural inappropriateness. Her parents and her grandparents were involuntarily sent away to boarding school in an attempt at forced assimilation, which was common practice. Sending Indian children to boarding schools left a legacy of bitterness, confusion and heartbreak that continues to affect Indian people to this day, says Carmelo.

“I have very clear memories of racial incidents in elementary

| <i>Western:</i>                                                         | <i>Native:</i>                                                                           |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Well defined, organized, works silently at desk.                        | Informal, noisy atmosphere where students are free to move about.                        |
| Auditory learner, excels with lecture, verbal instruction and feedback. | Visual learner, prefers demonstrations and illustrative, explanatory assistance.         |
| Competitive attitude for individual recognition.                        | Leans toward cooperation, group assistance and collective achievement.                   |
| Uses language skills for thinking and learning.                         | Uses images for memory and thinking.                                                     |
| Shows respect by making direct eye contact.                             | Defers to authority and elders and shows respect by casting eyes down or diverting gaze. |

*From Learning Styles and Preferences, Northwest Indian College*

and middle school,” says Carmelo, who attended public school in the Shasta area until she was a teen. “It wasn’t just from students, but from teachers, too. I remember the names of the students and teachers who made those comments. I was the only Native girl on the middle school basketball and softball team. I did the best I could to stand up for myself and others.”

She found public high school to be even more “disfranchising” and failed nearly every class in ninth grade. She voluntarily went off to Chemawa Indian School near Salem, Ore., and transferred to Sherman Indian High School in Riverside, graduating in 1985. Despite being homesick, she excelled academically and socially.

“I was surrounded by beautiful Native people from all over the United States that spoke their native language, sang their songs, danced their dances and feasted on traditional food, and I made many memories and friends. But I disliked the times I had to work as a cleaning person for white families in Riverside.”

Two teachers who were kind to her influenced her decision to work in public schools. She was 10 credits short of college grad-



uation when her life took a detour; she married and had three children. Now in the process of adopting her grandniece, who has lived with her for years as a foster child, Carmelo is close to completing her bachelor's degree and hopes to be accepted into the master's program at Humboldt State.

Her goal is to help Native American students succeed and to make sure educators learn culturally appropriate ways to work with Native American students in their classrooms.

"Historical mistrust is a real obstacle to student success," she observes. "It limits students' ability to form effective and supportive relationships with educators and administrators."

**Helping students thrive** >> Carmelo sees her job of 15 years as a combination of educator and social worker. Her duties as a Title VII Indian education coordinator are vast.

An abbreviated version: "I prepare applications for grant funds, with accompanying budgets and narratives for submission to federal and state agencies. I prepare, maintain and coordinate fiscal records for the Indian Education Program; ensure electronic transfer of funds to appropriate accounts; maintain fiscal and evaluation data; prepare and submit reports to federal and state agencies. I am a liaison between the district and Indian community; represent the district in meetings with Indian Education Parent Committee, Indian Tribal Councils and Indian Community Service Agencies, and maintain liaison between parents and school staff. I make home visits as needed."

And there's also tutoring, providing vocational and career guidance to

"Asking these students to recreate the missions is like asking Jewish students to recreate the showers in concentration camps," Carmelo muses. "Could you imagine? You might say that it is culturally inappropriate."

Indian youth, hunting down scholarships that might be available to Native American high school graduates, administering aptitude tests to youths, reviewing student progress, providing counseling services, and teaching weekend classes on how to make sacred Native American regalia.

"Each day is different

and unique. We are constantly planning and collaborating for our next year. Our Indian Education Program is a support system. We are aunts, uncles, resources, teaching hands, listening ears, a voice, a tutor, a mentor, a helper. We are there for the students and families."

The rewards, too, are vast, she says. "Having a student come back and tell me how thankful they are that I helped them with some aspect of their education is very heart-massaging. So is giving a student a gift of a graduation cap that I beaded. I know how hard it has been for that student to overcome life's obstacles while

*"Look for lifestyles in literature," advises Carmelo.*



trying to graduate high school. I am honored that the Creator has blessed me with this opportunity to serve my Native people."

**Native American youth in crisis** >> According to the 2010 U.S. Census, California has the largest American Indian population of any state. But Native American students have a disproportionate educational achievement gap when measured against their peers, notes Carmelo, citing a report, "The State of Native Education," finding that Indian students have experienced little to no improvement in academic achievement while other minority groups have shown improvement, and that the gap between American Indian and white students is in fact rising.

American Indian and Alaska Native students have the highest dropout rate of any subgroup in the country



ate injustice and hate,” says Carmelo. “I believe that fear and the fear of change keep us from acceptance. While it has been over a year since the unpunished hate crime in my family, I continue to pursue my goal of helping to prevent Native students from dropping out of school because their needs are not being met. I am indigenous and I am a descendant of the California genocide. It’s in my blood to fight.”

**What educators can do** >> “Schools that respect and support a student’s culture are significantly more successful in educating our children,” says Carmelo.

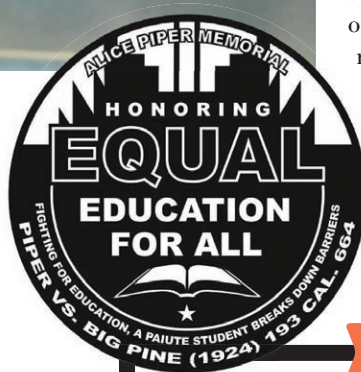
The perspective of a school’s curriculum can significantly influence the attitudes of Native American students toward the school, education in general and academic performance, says Carmelo. For example, teachers should be sensitive to distortions of history, such as the myth that Christopher Columbus “discovered” America or that the first Thanksgiving was a positive event for Indian people. Teachers should consider whether Native “heroes” presented for discussion are those who aided Europeans in the conquest of their own people and whether they were heroes to their own tribe.

“Look for lifestyles in literature,” she says. “Are Native American heroes discussed in the past tense only? Is the culture represented without values, religions and morals as an outgrowth of the past that is not connected to the future? Is there anything in a story that would embarrass or hurt a native child’s self-image? If the answer to any of these questions is yes, it is not a culturally appropriate way to work with Native American students.” ■

and the highest rates of child mortality, teenage suicide, teen pregnancy and exposure to violent crime. Because of violence they experience, one in four Native American juveniles suffers from post-traumatic stress disorder, according to a recent report of a presidential commission. In February, there was a mass shooting of four people on an Indian reservation in the Northern California community of Alturas.

American Indians have experienced a great deal of racism in their own homeland that was as taken from them. According to the U.S. Department of Justice, Native Americans experience more than twice the rates of violence as the average American citizen. More than 70 percent of the cases of violence against American Indians are committed by people of other races.

“It is disheartening that humans and agencies toler-



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Just 90 years ago the California Supreme Court overturned state law that barred Native Americans from attending public schools if an “Indian school” was in the vicinity — all because 15-year-old Native American Alice Piper, like Rosa Parks, Martin Luther King Jr., César Chávez and Dolores Huerta, refused to accept “no” and insisted on her right to attend public schools.

Watch a video about her at [cta.org/AlicePiper](http://cta.org/AlicePiper).



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# Learning

Members' best practices, teaching ideas and education trends



Like the Common Core, the recently revamped GED test emphasizes problem-solving.

THOSE WHO TEACH GED TEST PREPARATION COURSES, LIKE **FREDY DEL AGUILA**, ECHO THE SAME CONCERNS AS TEACHERS TRANSITIONING TO THE COMMON CORE AROUND TECHNOLOGY, RESOURCES AND PROFESSIONAL DEVELOPMENT. DISCOVER CREATIVE SOLUTIONS ON PAGE 42.



# UNRULY STUDENTS?

## There's an app for that!

By Sherry Posnick-Goodwin

**YOUR CLASSROOM MANAGEMENT** style losing its mojo? Perhaps it's time for ClassDojo, a program where students' behavior can be monitored from your iPad, smartphone or computer.

With apps for both Apple and Android devices, ClassDojo allows educators to communicate instantly with students and parents about classroom behavior. While there's no studies showing that behavior actually improves with ClassDojo, it's used by thousands of teachers worldwide, according to its website [www.classdojo.com](http://www.classdojo.com), where teachers can download the application for free.

ClassDojo was created using \$75,000 from the 2011 Citi Innovation in Education Prize, awarded to entrepreneurs who develop technology to help educators. It was designed to be fun and game-like for students.

Each student has an "avatar" or little icon representing them, which can be customized. Teachers award points for positive or negative behavior. Points can be awarded to individual and multiple students, and are projected onto an interactive whiteboard, so students can see their ratings at any time next to their avatar. ClassDojo also allows parents to log in and find out whether their students have earned or lost points — and why.

Teachers say it helps keep students alert, on task and engaged. They feel they are part of a "game" where they win points for good behavior. However, some have criticized the program, saying that students are distracted from the curriculum and embarrassed in front of other students. Some educators have gotten around this by rewarding points only for positive behavior.

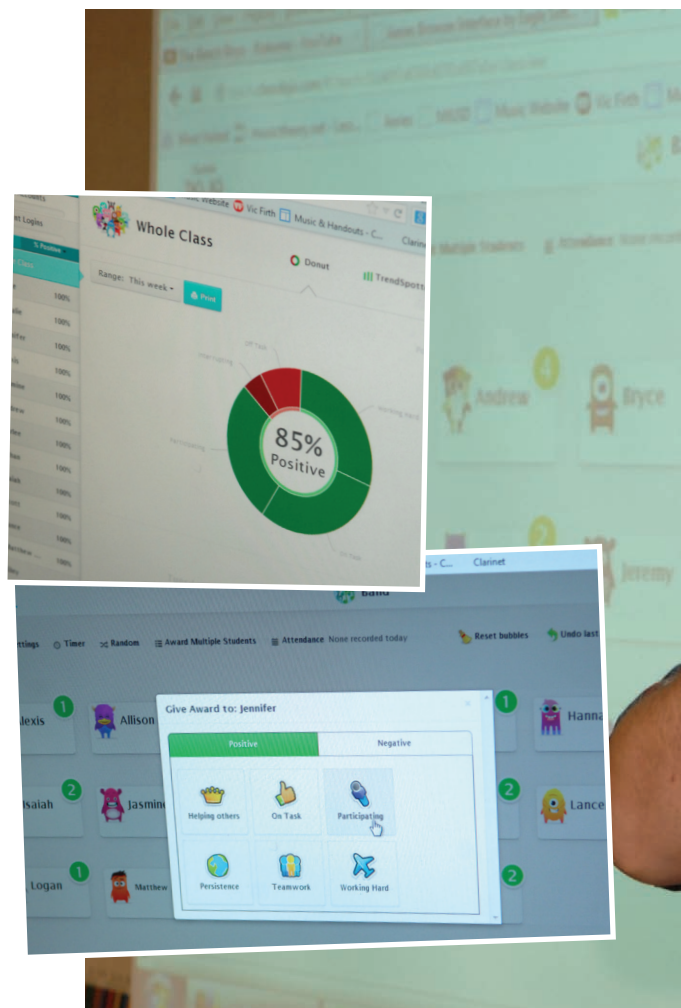
Chris Armstrong, a band and general music teacher at Modoc Middle School and Alturas Elementary School, began using ClassDojo at the beginning of last year. The sounds from the program — the ding of a bell for good behavior and a drumbeat for not so good — fit right in with the sounds of middle school students warming up for band practice in the morning.

*Ding* goes the bell for Logan, who is on task and in his seat. *Bang* goes the drum for Karlee, who is talking to her friend and not paying attention. *Bang* goes the drum for Logan and Allison for talking instead of listening. Students react to the feedback instantly, by smiling or snapping to attention. By providing feedback with the touch of a finger, Armstrong doesn't need to stop instructional time to lecture a misbehaving student.

His students, for the most part, like ClassDojo because it's, well, cool.

Andrew says he likes the program because it lets him know what he is doing right and what he's doing wrong. If he loses points, he tries to make them up. Another student, Lance, says the program has landed him in detention a few times.

The Modoc Teachers Association member and relative newbie to the



Above: The program keeps track of student behavior and displays graphs for all to see.

profession says he is "amazed" at how effective it is at getting kids' attention, and agreed to answer questions for educators considering trying out ClassDojo in their own class.

### Do students really behave better?

**Chris Armstrong:** I would say it has improved student behavior. When students come into class and see the ClassDojo screen up, they come in more quietly because they can all earn a point for a "Quiet Entrance." Most of the time all I need to do to get their attention is move toward my computer or click on one of their names. When they are working in groups or independently I can sit at my desk and give points for working hard. It is cool

## WE ASKED MEMBERS ON CTA'S FACEBOOK PAGE FOR THEIR TAKE ON DOJO.



A "relative newbie" to the profession, **Chris Armstrong** says, "ClassDojo allows me to focus more on presenting the content, rather than thinking, 'Hmmm, did I already give that kid a warning today?'"

because they all hear the positive "ding" and look up to see who it was, then get right back to work.

### ***Is it difficult to use?***

It is extremely easy to use. At the beginning of the year, I just copy/pasted all the class lists into ClassDojo and set up the behaviors I wanted. I open it up on my desktop, which is projected onto the front of the room, and if I'm moving around I can use the iPad app. After you get it set up, it is super easy to use. You basically point and click. At the end of class, it makes a nice graph that shows you the ratio of good/bad behaviors and what they were. It is really helpful to me with parents, because I have a record I can point to if I need it.

**JENNIFER TIFFIN BUHAC:** I loved it, parents loved it, and most importantly, my students loved it! It can be very unobtrusive while still motivating. Just hearing the little "ding" would refocus my class even though they didn't know who was getting the Dojo point.

**MICHELLE SCHULTZ:** I started using this app about five weeks before the end of the school year. Never had a better end of school year.

**FAITH HURST:** I almost never displayed the points. Hearing the sounds and seeing where I was looking was enough.

**SUZANNE LARA-SARMIENTO:** It motivates the students and promotes positive behavior. It also keeps parents informed on how their child is performing in class.

**KIM STRAUGHN LAWRENCE:** Parents loved the fact that they could log in to see a report in their child's behavior.

**CHARLES HUSKINS:** I have used it for several years. I only use the positive behaviors and I let students view their points individually.

### ***What are the benefits?***

I use it as a way of managing the classroom and keeping track of students' behaviors. I even used it this year to help determine who would receive a music award. Another big use I get out of it is the "pick a random student" button, which is way easier for me than digging through a pile of tongue depressors (which I did try last year, briefly). ClassDojo allows me to focus more on presenting the content, rather than trying to think, "Hmmm, did I already give that kid a warning today?" It also simplifies the task of tracking every student's behavior, so I am able to follow up with parents or that student's other teachers. This is very important because I see almost 400 students a week and have a bad memory.

### ***Other thoughts?***

It is fun for the teacher and the students because it turns behavior management into a game. I encourage every teacher to try out the demo. It's fun to play with. Also, it's completely free. What have you got to lose? ■



# GED

## An old test has a new look

By Sherry Posnick-Goodwin

**CLAUDIA MEJIA** dropped out of high school at 15 and struggled to earn a living. Now, 12 years later, she dreams of becoming a certified medical assistant and perhaps someday a registered nurse.

“I’m up for a challenge, and life is about challenges,” she muses.

Her biggest challenge will be passing the General Educational Development (GED) test, which was recently revamped for the first time since 2002. The new high school equivalency test does away with paper and pencil. It emphasizes critical thinking through essay responses on a computer. And it’s compatible with the Common Core State Standards, just implemented this year.

The new GED, like the Common Core, is making some people nervous, admits Deborah Schmidt, the Fresno Adult School teacher who is preparing Mejia and others to pass the new test.

“It’s an adjustment,” says Schmidt, Fresno Teachers Association. “Students are somewhat afraid of the new test. Teachers are increasing their rigor. But updating the test was a good thing. It’s helping students with college readiness and career. Students must now be comfortable with a computer, so it’s increasing their digital literacy. It’s helping them prepare for the future.”

The GED was developed in 1942 to help returning World War II veterans who left school before joining the military. The equivalent of a high school diploma, the GED was sufficient for many jobs in the industrial era, and offered a path to college. Nowadays, it’s a way for dropouts to transition into careers, and still a path to college.



Tom Fischer

“The GED has gotten a bad rap,” she says. “But students can get into a two-year or four-year college with a GED — depending upon their SAT or ACT scores. It’s much faster to earn a GED than a high school diploma. And it’s a good measure of what students know and can do.”

The new GED has four separate tests instead of five, since reading and writing are now combined. There are also science, social studies and math, which has more algebra than before. Those who passed some of the old GED tests but not the entire test must retake everything.

States have adopted different versions of the equivalency test. In California, the GED Testing Service’s 2014 version is being used. The High School Equivalency Test (HiSET) by the Educational



*Deborah Schmidt (helping Tommy Brooks) hopes the new test will give the GED, long considered the “stepchild” of the K-12 system, the respect it deserves.*

Testing Service and the Test Assessment Secondary Completion (TASC) by McGraw-Hill are used in other states and were approved for California, but have not been rolled out here yet.

Like the Common Core, the new GED test emphasizes problem-solving. For example, a previous version of the GED might have asked students to calculate the percentage of trees cut down in a forest, but on the new test, students would receive text about deforestation and have to describe how various policies might impact deforestation.

“The new test pushes you to achieve at your highest level,” says Tom Fischer, a GED instructor at Chaffey Adult School in Ontario. “It requires a lot from students and is significantly harder. I’ve seen a lot of them walking away from taking the test looking unhappy, especially if they haven’t prepared well enough.”

Fischer, like other teachers, noticed a last-minute “rush” before January of students taking the old test before the new one took effect.

Those who teach GED preparation courses echo many of the same complaints as K-12 teachers transitioning to the Common Core — they lack textbooks, technology, resources and professional development.

“Teachers didn’t have much stuff to pull from at first, but it’s getting better,” says Fischer, Associated Chaffey Teachers. “Now there are a lot more resources in multiple formats for students and teachers to pick and choose from.”

Finding resources has been extremely challenging for Fredy Del Aguila, who teaches GED preparation courses in Spanish at

the Hayward Center for Career and Education. While many of his students speak English, they have an easier time being taught and tested in Spanish.

“We don’t have the correct reading material right now. Everybody knew this was coming, but the books are not ready. I don’t have one single book in Spanish for the GED, although books are going to be translated.”

The Hayward Education Association member is excited about the new test, which he believes will challenge students in a good way. He believes that the GED program is the “best shot” for most of his Hayward students to break the cycle of poverty.

But he’s noticed a lower pass rate with the new test, and worries some of his students may become discouraged. He hopes the testing



*“My students are from the Hispanic community and working adults who don’t have time to go to high school,” says **Fredy Del Aguila**, with **Rocio Gomez**. “For them, this is the best pathway to a better life.”*

to study early childhood at a community college. I want to achieve my dreams.” ■

company will tweak the exam, such as adding 20 minutes to the math and science portions so students don’t run out of time and leave questions unanswered. The minutes for the math portion have been upped since the rollout, but Aguila has told the testing company more time is necessary.


Liliana Plascencia failed the social studies section of the test by just four points and believes it was due to the time factor. The mother of two was devastated.

“I will take the test until I pass,” vows the Hayward Adult School student. “I want to work in a preschool. I want

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# Sign of the times

ASL, the 'secret' language, growing in popularity

By Sherry Posnick-Goodwin

SIERRA SAN JOSE didn't have a difficult time when it came to selecting a foreign language. American Sign Language (ASL) won hands down. Or hands up, rather.

She and other students gesturing excitedly in the beginning ASL class at Murrieta Valley High School are learning how to communicate with the Deaf community. Laughter is the only sound in the classroom as they communicate silently with their hands.

"I love this class," whispers student Savanna Swift. "It comes pretty easy to me. I'm a kinesthetic learner, and I talk with my hands a *lot*."

Teacher Dianna Lippe is fighting a cold and has laryngitis, but students in her crowded classroom don't notice. They find her exaggerated facial expressions priceless as she mugs and signs love (crossing hands over the chest) and old (pulling an imaginary beard).

*"For Hearing students, learning ASL offers insight into other world views and ways of living, and learning that to be Deaf is not necessarily a handicap or calamity," says Donald Grushkin.*



## TERMS TO DESCRIBE ASL AND DEAFNESS:



WHAT'S THE DIFFERENCE BETWEEN DEAF AND HEARING? THIS LIST WILL HELP TO FAMILIARIZE YOU WITH HEARING-RELATED TERMS.

### ASL

American Sign Language, a complete language for Deaf people. It has its own vocabulary and grammar that differ from English. The perception is that ASL is easy to learn, but many compare its complexity to Arabic or Japanese.

### Signed Exact English

A system used to communicate in English through signs and fingerspelling that is often confused with ASL.

### Deaf

With a capital D, *Deaf* indicates those who associate themselves with Deaf culture including Deaf history, traditions, beliefs and behaviors. Those who are Deaf are usually born without hearing, and don't use their voice when signing. Deaf individuals communicate with the outside world through writing or interpreters.

### deaf

People who are *deaf* with a small d may have partial or complete hearing loss. It also describes a medical condition of not hearing.

### hard of hearing

The same as being deaf with partial hearing loss.

### hearing impaired

A derogatory term in the Deaf community, since they consider themselves neither hearing nor impaired.

### Hearing

People in the Deaf community may describe those who aren't Deaf or deaf as Hearing with a capital H.

### AB 455

A bill that would ensure Common Core tests are accessible for deaf and Deaf students who use ASL, sponsored by Assembly Member Jose Medina. It is currently in committee.

The packed ASL classes are a sign of the times. The classes are growing in popularity throughout California and the nation, says Lippe, who learned ASL to communicate with her daughter, who is Deaf. While classes are on the rise, the actual number of K-12 ASL classes available is a mystery; the California Department of Education only tracks foreign language classes generally, not by specific language.



*"What's your name?" sign Raylin Bowe and Karli Campuzano.*

"I was the only high school ASL teacher in Riverside County for years," says Lippe, Murrieta Teachers Association. "Until this year, we never accepted freshmen because there wasn't room. We finally hired another full-time ASL teacher, so this is the first year we have been able to accept freshmen into our program."

Some enroll because their siblings took ASL. Others know someone who's Deaf, or they think it will be easier than Spanish or French. Lippe conveys on the first day of class that ASL isn't as easy as it looks, and that she knows just by watching their hands if they are focused.

Students attend shows at the School of the Deaf in Riverside and enjoy events like Pizza Night with members of the local Deaf community so they can practice their skills. They are always nervous before going out into the Deaf community, says Lippe, who believes it's good for them to venture out of their comfort zone.

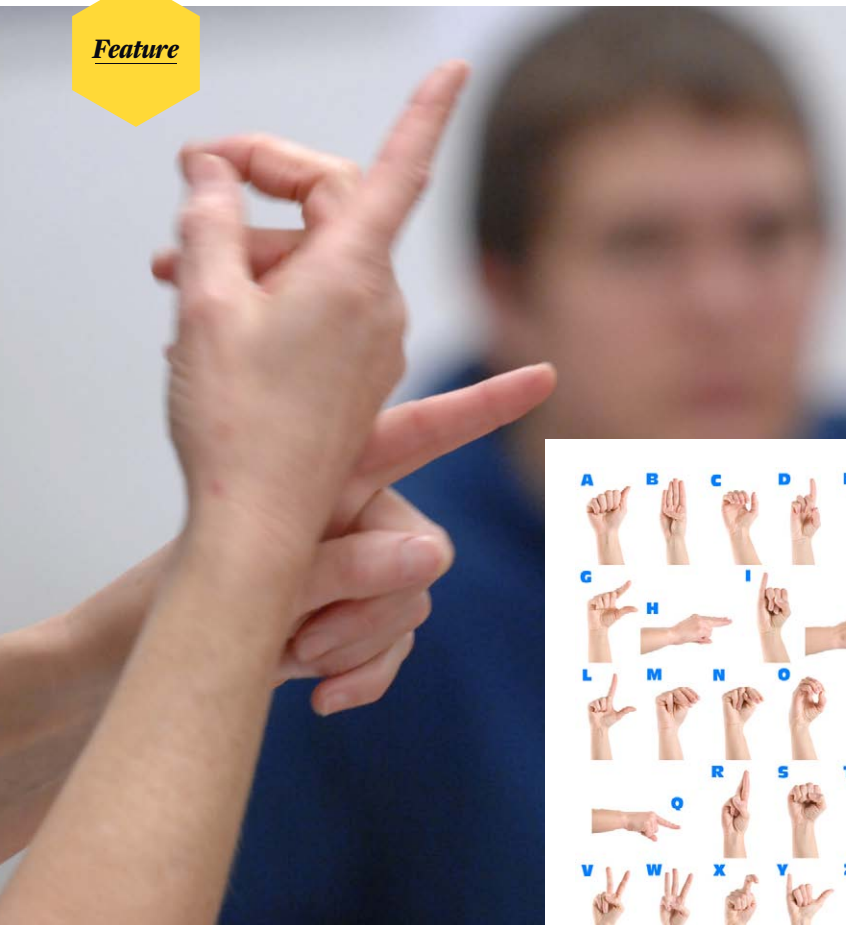
Her advanced students perform in ASL shows, which have interpreters for Hearing members of the audience.

"I've been to all the shows," says sophomore Breanna Bilton, who has watched several older siblings perform. "I can hardly wait until it's finally my turn."



*Sierra San Jose signs her name.*





*American Sign Language is accepted as a foreign language in California's high schools, meeting requirements for CSU and UC.*

Parker, like Lippe, has all Hearing students. It is rare for students to drop out of her classes.

“It’s a fascinating language because it’s so visual, unique and nonverbal. Seeing it on television makes students more interested. It’s definitely the fastest growing language.”

## A focus on Deaf culture

Parker is Hearing, but ASL was her first language. She was raised by a Deaf father and a mother who was an ASL interpreter. Visitors were amused that as an infant, Parker would stand up in her crib and cry soundlessly, while making dramatic facial expressions.

Lessons about Deaf culture are routinely incorporated into Parker’s language lessons. She tells students Deaf people comment on visual aspects, such as a person’s appearance, without intending an insult, because they are so visual. “You look like you have gained a little weight” and other extremely direct comments are not uncommon. Neither are long goodbyes, since they may not see other for a long time.

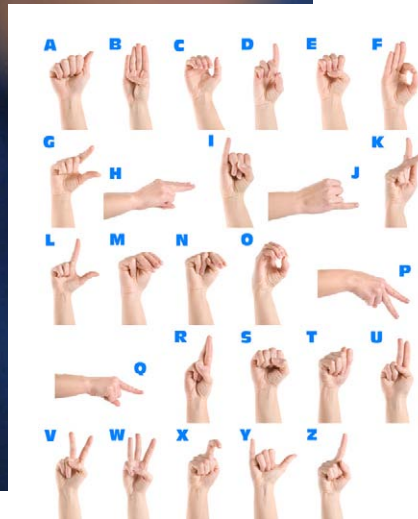
“Historically, they grew up isolated and didn’t have a big social circle,” she explains. “So they have a very close, tight-knit community where friendships last longer.”

Donald Grushkin, ASL professor and member of the California Faculty Association at CSU Sacramento, also incorporates lessons on Deaf culture whenever possible. He is Deaf, and explains to students right away why the D is capitalized.

“Deaf with a capital D signifies Deaf ethnicity, and the lowercase d in deaf is a medical/disability perspective on Deaf people. Hearing impaired is even worse, since we are neither hearing nor impaired.”

Grushkin, whose students are primarily Hearing, says his classes are usually full each semester,

although CSU has slashed the number of language classes, including ASL.



## Yes, it counts

American Sign Language has been accepted as a foreign language in California’s high schools since 1988, meeting the requirement for CSU and UC acceptance. Nonetheless, parents are always surprised when they hear that colleges accept ASL as a foreign language requirement, says Gala Parker, Temecula Valley Educators Association, who teaches ASL at Temecula Valley High School.

“They are always asking ‘Will it count?’ and ‘Will colleges accept it?’”

Parker encourages parents to let their children enroll. Being bilingual allows students to communicate with Deaf individuals in the outside world. It’s a plus in the job market and can lead to a job as an interpreter.

Students who do best in her classes are outgoing, expressive and not afraid to use their body language to express emotions. But any student can do well if they are motivated, she says.



*Diane Griffith pantomimes objects' shape and purpose to help students learn.*



*Dianne Lippe (left) helps students like Raven Grove (above) venture out of their comfort zone by taking them to events at the School of the Deaf in Riverside.*

“For Hearing students, learning ASL offers insight into other world views and ways of living, and learning that to be Deaf is not necessarily a handicap or calamity,” says Grushkin. “Often, I get an ASL student who tells me about encountering a Deaf person in their work or daily lives and how they were able to make a brief connection with these people due to their learning ASL.”

## Building bridges with the Deaf community

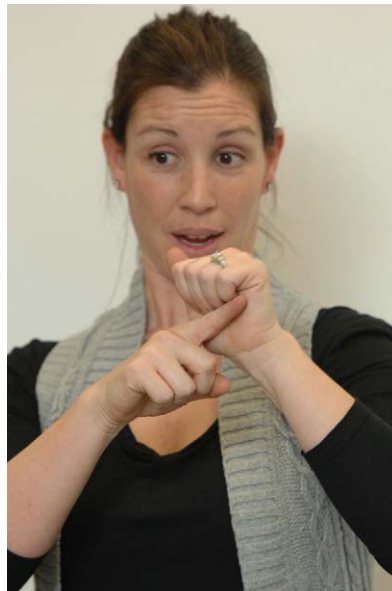
Many of Diane Griffith’s Shasta High School students have used ASL in the outside world and found it to be extremely practical.

Taylor Hanson was volunteering at Camp Ronald McDonald at Eagle Lake when she saw a man spelling out words on his phone to communicate with other volunteers.

“I asked him if he knew ASL and he said yes, with immediate relief. We were instantly friends that weekend. Every time I saw him he would sign with me. He was glad to have someone to communicate with.”

A former student who went to Disneyland met Deaf actor Sean Berdy, who plays Emmett in the ABC television show “Switched at Birth.”

“I won’t ever forget the experience,” says Morada



*It’s rare for students to drop out of ASL class, says Gala Parker.*

Ingraham. “He told me that most of his fans do not sign, and he seemed pretty happy I had a conversation with him.”

Griffith started teaching just as the oral approach to teaching the Deaf (using speech and lipreading) began to wane. “Total communication” became the preferred method in schools, where signs, gestures, finger-spelling, and oral and auditory methods are used to teach and communicate. She began teaching ASL classes at Shasta Community College at night, while teaching Deaf teenagers during the day. One day, the parent of a Deaf teen asked if the high school could offer ASL classes, so her child could feel more comfortable and communicate with other students. The school agreed, and Griffith was the logical choice for the job. She’s been teaching ASL at the high school ever since.

Some former students became interpreters. One became a speech-language pathologist for students who are Deaf, and another became a marriage and family therapist with Deaf clients.

“I make learning ASL fun, although there are times when I have to be serious,” says Griffith, Shasta Secondary Education Association. “We do a murder mystery in ASL where students must sign and discuss 30 clues to solve the mystery. Typically this is a three-hour process, but this year one class

solved it faster than any other class in 30 years.”

One of her students is Deaf and two are hard of hearing in a third-year ASL class. The Deaf student, Dominic Rosado, is new to the school. He already knows ASL, but his mother thought the class would be a good way for him to connect with other students.

So far, it seems to be working, says Griffith.

“He is starting to smile. I’ve started seeing other kids talking to him and including him when they gather around hand-held video games. Recently, I saw Dominic elbow one of the other kids playfully. That was *nice*.” ■





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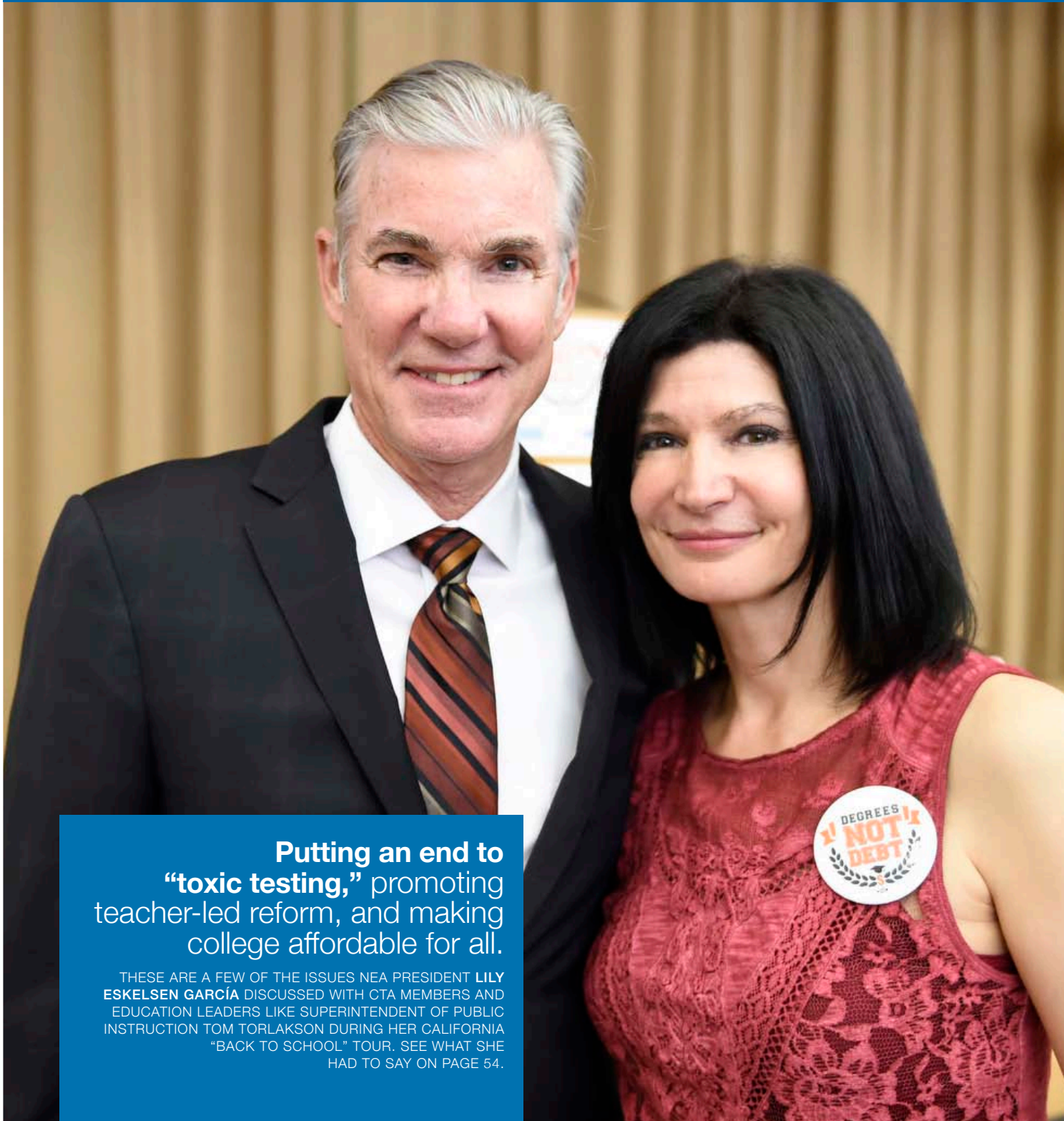
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# CTA & You

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**Putting an end to “toxic testing,”** promoting teacher-led reform, and making college affordable for all.

THESE ARE A FEW OF THE ISSUES NEA PRESIDENT **LILY ESKELSEN GARCÍA** DISCUSSED WITH CTA MEMBERS AND EDUCATION LEADERS LIKE SUPERINTENDENT OF PUBLIC INSTRUCTION **TOM TORLAKSON** DURING HER CALIFORNIA “BACK TO SCHOOL” TOUR. SEE WHAT SHE HAD TO SAY ON PAGE 54.



# 'Ask a Teacher' media campaign promotes your expertise

Educators who know quality public schools make a better California for all of us.

CTA'S LATEST STATEWIDE media campaign recognizes the wealth of expert knowledge that California educators possess about public schools. The second round in a series of television, radio, print and online ads in English and Spanish, the advertisements encourage the public to "ask a teacher" about what works best to help students learn and about other local education issues.

CTA members speak up about successful teacher-led efforts to turn around low-performing schools, and the need for proven reforms like smaller class sizes and curriculum that includes art, music and career technical education. They urge the public to discuss education with a classroom teacher who has the expert knowledge about what students need to succeed.

Members featured are **Rosi Alvarez**, Yuba City Teachers Association; **Terry Barber**, Elk Grove Education Association; **Karina Curiel**, Gonzales Teachers Association; **Charlie Turner**, California Faculty Association, CSU Chico; **Adam Ebrahim**, Fresno Teachers Association; **Janet Robertson**, Fairfield-Suisun Unified Teachers Association; **Carol Peek**, Ventura ESP Association; and **Peter Fuentes**, Elk Grove Education Association.

The ads are running in every media market in California, including Los Angeles, San Francisco, San Diego, Fresno, Sacramento and Santa Barbara. Print ads in 12 different languages are running in statewide ethnic newspapers, including Asian, Latino and African American. The campaign includes online ads focusing on the quality public schools and colleges all students deserve.

"Bringing educators into homes in our communities creates a connection to what we all want for our students, schools and colleges," says CTA President Dean E. Vogel. "We encourage parents and community members to work with educators in our schools. By working together, we all make a difference. Quality public schools build stronger local communities and make a better California for all of us. So, if you have a question about your local school, ask a teacher."

The *Ask a Teacher* campaign is part of an annual effort to highlight public education issues as California students head back to school in the fall. To view the spots, go to [www.cta.org/mediacenter](http://www.cta.org/mediacenter). ■



*Rosi Alvarez is featured in a print advertisement.*



*Karina Curiel as she appears in the TV spot (above) and as she's recording the TV spot (top). Featured in the ads are (right, from top) Carol Peek, Peter Fuentes, Janet Robertson and Terry Barber.*





## 3 members won declutter makeovers!

### *Did they clean up their act?*

IN SEPTEMBER 2013 we featured Corning Elementary Teachers Association member Steve Dillon getting a “declutter makeover” from personal organizer and CTA member Tammy Duggan. We offered a similar opportunity in a “declutter” contest, providing each of three winners with a \$25 gift card for supplies, Duggan’s book *The Uncluttered Teacher*, and time with Duggan.

At long last, we reveal the winners: Michele Paskow, Mercedes Jackson and Rosser Panggat.

“All teachers are wonderful problem solvers, but they can’t solve their clutter problem for two reasons,” says Duggan. “One, not trusting that they can let go of things and still be ready to handle what comes their way. (It is OK not to keep everything ‘just in case’!) Two, they don’t make staying on top of the constant flow of papers a priority, thinking they will deal with it later.”

Here’s how Michele, Mercedes and Rosser cleaned up their act. ■



“Choose me!” wrote **MICHELE PASKOW** in her entry. The part-time lecturer and member of the California Faculty Association, CSU Northridge, added, “I could really use the help.”

*Tammy says:* Michele’s biggest issue was paper management and filing. We talked about grouping her incoming papers into main categories to allow her easy retrieval when she needed to locate a resource or a contact number. She collects a lot of articles for her classes, so we set up a system where she dates them. This allows her to see how long she’s had something and to judge if it can be replaced with a more updated article.

*Michele says:* This was simply amazing! In going through all of the stacks of papers accumulated on my desk, I found the Q&A with Tammy in the September 2013 CTA magazine! I now have three simple files that help streamline, organize and keep track of the materials for my two different classes. I go through mail right away every day and don’t let it pile up anywhere. And I loved Tammy’s reassurance that “being organized does not mean being perfect.” That’s a big relief! It’s all an ongoing process. Having a better organized desk is a huge help in getting work done and feeling less overwhelmed!

“I need help. I have moved five times,” wrote **MERCEDES JACKSON**, Moreno Valley Educators Association. “Each time I move, I get more lost in my stuff. I taught seventh and eighth history, was a team and grade-level lead, and currently teach eighth-grade U.S. history.”

*Tammy says:* When I saw her photos, it seemed to me Mercedes had things in decent order, but, like the others, papers kept her busy. For clubs she runs, I suggested she keep two files (and only two). One is for current information — calendars of upcoming events, current member list, information and contacts for current/upcoming projects. All other information gets placed in an “archival” file for that club. This is where you keep ideas for future projects or even past events. All of those reference materials that you do not need on a daily basis, but may need to refer to once in a while. Of course, all files should be gone through once a year to make sure the information is still relevant.

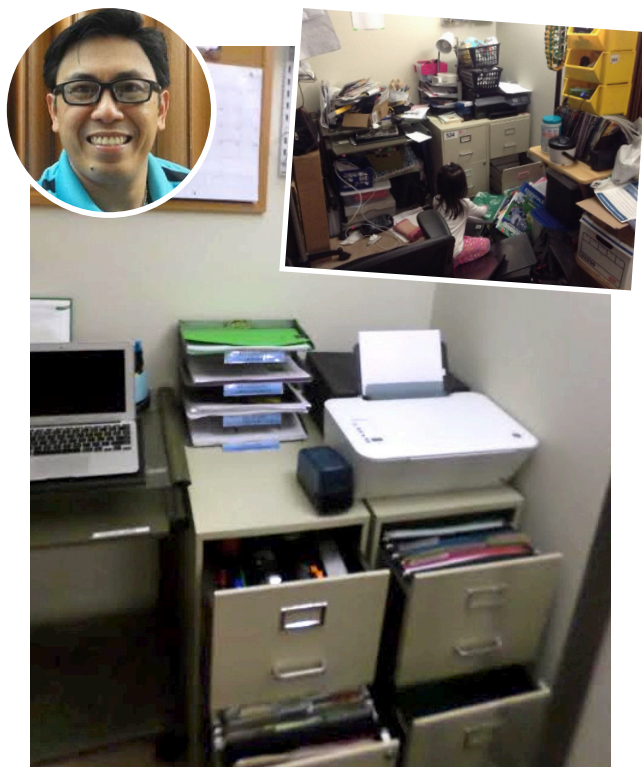
*Mercedes says:* First, thank you for the opportunity to meet Tammy Duggan. Although I do not think my room looks clutter-free, I am clutter-free and happy. It makes me smile because I know where my materials are for all my projects, and they are easy to find. I learned that once everything has its place, it’s easy to keep the clutter away. I may have a to-do pile, but I don’t have to think about it right now because it’s where it’s supposed to be — on my clutter-free desk in the to-do tray. Tidying up my desk takes less than five minutes once or twice a week. And thank you for so much for the \$25 gift card.



“Please pick my husband,” wrote Ver Marie Myr of her spouse **ROSSER PANGGAT**, Monterey Bay Teachers Association. “He is a dedicated high school health educator and Regional Occupational Program instructor. He is a really good teacher at heart. He says teaching touches people’s lives, and teaching is his calling. There is just one thing that holds him back from being a great teacher, and that is the clutter.”

*Tammy says:* Rosser had a lot going on in his life. Besides the crazy pace of teaching, he and his wife recently had their second child. His first job was to create a workspace that was used just for work. As with most folks, he needed to carve out time to do an initial cleaning of non-teaching items that had crept into the work area. Then we talked about ways to better organize his space. Things that he used most often needed to be close by. I shared suggestions on types of containers that would best suit his needs. Scheduling a time to stay on top of things was necessary so things did not get out of control again. Taking 10 minutes a week to put things away keeps you from needing three hours to put things away four months later.

*Rosser says:* I learned to let go of unnecessary stuff that will add to the clutter and eat up functional space in my home office area. I now have a special container where I easily toss stuff that doesn’t belong to the office space for reorganization at a later time, and I have a regular time once a week, if not every day, to keep my office area clean and organized. It is a must to invest in a shelf and containers — that will transform limited space into functional space. My family and I would like to say “Thank you very much” (“Maraming salamat” in Filipino) for this opportunity, for the time and the support. Your help did not stop here in my home office space. Your help extended to our whole house and to our home.







## “Stop toxic testing”

NEA President Lily Eskelsen García comes to California, calls for bold reforms *By Dina Martin*

IN AUGUST, just weeks before her term of office began, NEA President-elect Lily Eskelsen García brought her “Back to School” tour to California, where she met with CTA members to discuss concerns of NEA’s 3 million members.

Those concerns include putting an end to “toxic testing,” promoting teacher-led reform, making college affordable for all, thoughtfully implementing Common Core State Standards, and organizing charter schools.

In Southern California, Eskelsen García lent her support to United Teachers Los Angeles (UTLA) in their “Schools That LA Students Deserve” campaign and saluted California for “doing it right” in implementing Common Core with common sense. During two news conferences the next day at CSU Northridge and in Oakland with Superintendent of Public Instruction Tom Torlakson, Eskelsen García promoted NEA’s Degrees Not Debt campaign to reduce the crushing student loan debt and make college more affordable to all.

“There are 40 million people with student debt, and they don’t

know that \$30 million is available in assistance,” Eskelsen García said. “Degrees Not Debt is the path to debt relief and action.”

Eskelsen García urged leaders and members to take the Degrees Not Debt pledge and share their stories and the campaign, not just with college students and peers, but with the K-12 community as well.

Eskelsen García spent her final day touring Paul Revere School in San Francisco with members of United Educators of San Francisco to see firsthand the accomplishments of the students in the CTA-supported Quality Education Investment Act (QEIA) school.

The day ended with a news conference in Alameda, where she lent her support to teachers from two charter schools as well as 750 online teachers who have joined CTA and are bargaining their first contract.

“Our charter school brothers and sisters are finding out what our public school educators found out 100 years ago,” she said, “that the only power we have is the power of our unity, especially when you are fighting for what is right for your students and the integrity of your profession.” ■

*NEA President Lily Eskelsen García greets UESF members working to implement teacher-led reform efforts at Paul Revere School in San Francisco.*





Eskelsen García's tour included (clockwise from top) a TV interview at KMEV (Univision) in Los Angeles; a news conference on charter schools in Alameda; meeting with UTLA President **Alex Caputo-Pearl**, UTLA/NEA Vice President **Cecily Myart-Cruz**, Palms Elementary School Chapter Chair **Regina Bryant**, and CTA Secretary-Treasurer **Mikki Cichocki-Semo**; and reading in Spanish to students in San Francisco.



#### GO ONLINE

Degrees Not Debt  
[www.nea.org/degreesnotdebt](http://www.nea.org/degreesnotdebt)

Charter school members held  
 a news conference with Eskelsen García  
[www.cta.org/charternewsconference](http://www.cta.org/charternewsconference)





◀ **Amy Froeschle** (United Teachers of Pasadena), **Olga Cueva** and **Lorena Cueva Martinez** (Santa Monica-Malibu Classroom Teachers Association), and **Eleanor Evans** (San Diego Education Association) used the time to network and exchange technology tips.



▲ **Shawne Hume**, Huntington Beach UHSD Education Association.

## CTA's Summer Institute provides Common Core resources

Hundreds come to UCLA for CTA training

By Joella Aragon

CTA'S SUMMER INSTITUTE offers sessions in areas that assist chapter leaders in the day-to-day representation and support of members. The UCLA ballroom was packed with more than 250 CTA participants ready to learn about Common Core State Standards, with over 700 more participating online via live streaming. Among the keynote speakers, Bobb Darnell of Achievement Strategies shared "Cures for the Common Core" and discussed personal teaching style and students' learning needs.

"Technology Support for Curriculum and Instruction" was presented by Cathleen Richardson, an Apple education development executive, and the topic "Formative Assessment: Does It Have a Role in Today's Curriculum and Evaluation Cauldron?" was presented by James Popham, professor emeritus, UCLA Graduate School of Education and Information Studies. ■



◀ **Sherry Salsbury** and **Leslie Maricle-Barkley**, Ukiah Teachers Association.



▲ "We are here from Alaska! It's a great training." **Deborah Benson**, **Debbie Omstead**, **Rebecca Gerik** and **Devon Roberts**, Alaska Education Association members and staff, came from Anchorage.



◀ *Camie Walker, Nakul Poredi and Hue-An Wren, Garden Grove Education Association.*

## IN ADDITION TO THE KEYNOTE SPEAKERS, THESE CTA MEMBERS PRESENTED ON THE FOLLOWING TOPICS:



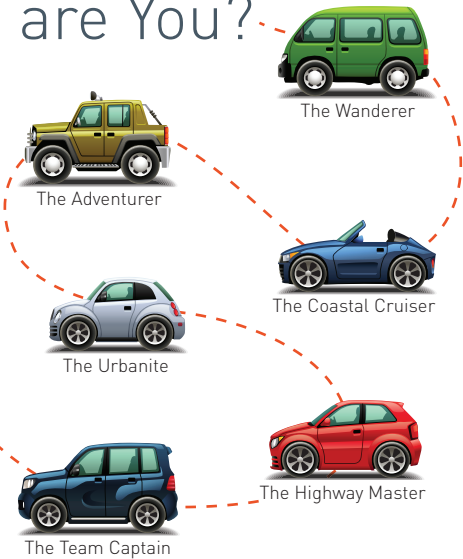
- Using Technology in a Math Classroom, by Julie Garcia, San Diego Education Association.
- K-12: Technology, Tools, and Apps for the Common Core Classroom, by Danesa Menge, Oakdale Teachers Association, and Karen Taylor, Tracy Educators Association.
- Blended Learning: Science, by Ashley Cooper, Unified Association of Conejo Teachers.
- Project-Based Learning (PBL), by Jose Irizarry III, United Teachers of Richmond.
- ELA K-12: Linking Assessments, Standards and Instruction, by Adam Ebrahim, Fresno Teachers Association.
- Math K-12: Linking Assessments, Standards and Instruction, by Gabriela Orozco-Gonzalez, Montebello Teachers Association.
- Using an Online Digital Library, by Leanne Raddatz, Kern High School Teachers Association.
- Common Core and Assessments Across the Curriculum K-12, by Elgin Scott and Steve Seal, United Teachers Los Angeles.

**GO ONLINE**

[cta.org/ipd](http://cta.org/ipd)

To see video of the keynote presentations and the workshop materials, go to the Instruction and Professional Development (IPD) section of the CTA website.

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# Great news!

CTA's Well-Baby Program just got better!

By Vicki Rodgers

**ELIGIBILITY FOR CTA'S Well-Baby Program** has been expanded, and the enrollment process just got easier. Effective Sept. 1, 2014, it is available to all active CTA members and their spouses/domestic partners and surrogates. Non-CTA members and agency fee payers/fair share payers are not eligible for this program.

To maximize your benefits under the program, we encourage you or your spouse/domestic partner to enroll within the first trimester. You must enroll your surrogate. Effective Sept. 1, 2014, enrollment will be accepted through the 30th week of pregnancy.

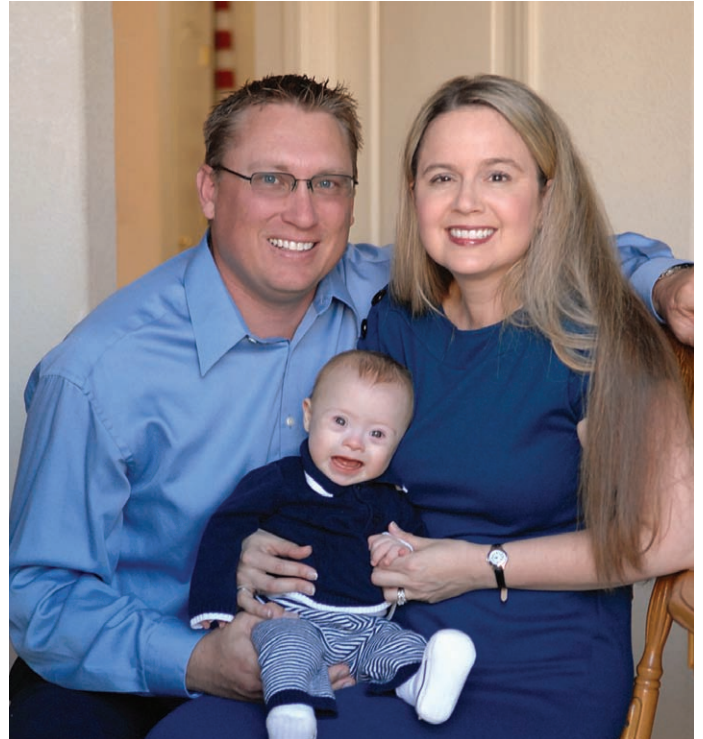
However, if you are a CTA member, or the spouse/domestic partner of or surrogate for a CTA member, who is past 30 weeks of pregnancy, a one-time late enrollment opportunity will be accepted as long as the CTA member is within the first 120 days of new employment.

The CTA Well-Baby Program offers the following resources to help guide you through your pregnancy:

- Mayo Clinic Health Coaching for Pregnancy, a telephonic-based program where registered nurses provide education and support throughout your pregnancy and three months postpartum.
- Ask Mayo Clinic, a 24-hour resource staffed by registered nurses to answer questions related to your health or the health of your baby during pregnancy or up to three months postpartum.
- *Mayo Clinic Guide to a Healthy Pregnancy* book (Spanish version available upon request), and *Mayo Clinic Guide to Your Baby's First Year* book (new).
- A Growth Chart and Pregnancy Calculator to help get your pregnancy off to a healthy start.

To enroll in the CTA Well-Baby Program, call Mayo Clinic Health Coaching for Pregnancy at 800-906-1064 and follow the prompts. During enrollment, you or your spouse/domestic partner will need your CTA Individual Member ID, which is located on your CTA membership card. All information you share with your Mayo Clinic nurse will be kept confidential. To contact CTA Member Benefits, call 650-552-5200. ■

*This is a brief description of the CTA Well-Baby Program. All benefits and eligibility requirements are subject to the terms of the Summary Plan Description.*



*"Becoming pregnant with our first child was such an exciting time. We signed up for the Well-Baby Program, and our support material arrived within a few weeks. My nurse, Patty, was a joy to talk to, and she continued following our family's journey while my son was in the hospital, since he arrived early. Patty made sure I knew about all the available resources postpartum, and she was available to answer our questions. We appreciated the extra support and encourage CTA members to participate in this very helpful program."*

**MARISA HANSON**

*East Side Teachers Association, President*

**BRADLEY HANSON**

*East Side Teachers Association, PE teacher*

*Hunter Luke Hanson, born at 27 weeks*

**GO ONLINE**

To read more about the Well-Baby Program and the many benefits available to you, go to [CTAMemberBenefits.org](http://CTAMemberBenefits.org).



# Calendar

See our upcoming events at [cta.org/calendar](http://cta.org/calendar)



**SEPTEMBER 30** *Application Deadline*  
**ESP Leadership Academy**

This training is for 20 education support professional members interested in chapter leadership roles. Accepted participants will be reimbursed for travel, lodging, meals and fees. Session 1 will be in Burlingame, Nov. 7-9. Session 2 will be at the Issues Conference in Las Vegas, Jan. 16-18. Find out more: Email [taustin-smyth@cta.org](mailto:taustin-smyth@cta.org) or call 925-676-2822

**SEPTEMBER 28** *Application Deadline*  
**Instructional Leadership Corps**

CTA, the Stanford Center for Opportunity Policy in Education (SCOPE), and the National Board Resource Center (NBRC) have received a collaborative grant to create a corps of educators with expertise in the instructional shifts needed to implement Common Core State Standards in ELA and math, and the Next Generation Science Standards. Those selected for the three-year project will create and lead regional professional development. Each ILC member will receive a stipend of \$2,000 for Project Year 1.

For more information, email Marlene Fong at [mfong@cta.org](mailto:mfong@cta.org). To apply, go to [cta.org/leadershipcorps](http://cta.org/leadershipcorps).

**OCTOBER 1** *Application Deadline*  
**NEA Foundation Grants**

The NEA Foundation awards grants to educators. Student Achievement Grants support improving academic achievement; Learning and Leadership Grants support high-quality professional development activities. Applications are reviewed three times a year. Find out more: [neafoundation.org](http://neafoundation.org)

**OCTOBER 3** *Event*  
**National Manufacturing Day**

On the third annual MFG Day, manufacturers across the country open their doors to the public so that visitors can learn about the importance of manufacturing and the value of manufacturing careers.

Learn more and find resources (including an educator toolkit): [mfgday.com](http://mfgday.com)

**OCTOBER 10–12** *Conference*  
**CCA Fall Conference**

Holiday Inn Capitol Plaza, Sacramento  
The Community College Association's fall conference focuses on members' accomplishments and membership engagement. Find out more: [www.cca4me.org](http://www.cca4me.org)

**OCTOBER 17–19** *Conference*  
**Region II Leadership Conference**

Grand Sierra Resort, Reno, Nevada  
Do you have what it takes to be an association leader? Learn the ropes or increase your skill set. Find out more: [www.cta.org/conferences](http://www.cta.org/conferences)

**NOVEMBER 1** *Opt-Out Deadline*  
**Voluntary dues contribution**

Voluntary annual contributions by members support CTA Foundation's grants/scholarships and CTA's advocacy efforts. New members are automatically enrolled in the default contribution of \$10 for the CTA Foundation and \$10 for advocacy. Members may change their allocation or opt out. New members have 30 days from the date of enrollment; previously enrolled members have a window from Aug. 1 to Nov. 1. Find out more: [www.cta.org/contribution](http://www.cta.org/contribution)

**NOVEMBER 4** *Election*  
**General election**

Make your vote count and help get out the vote. See the voter guide on page 31. Find out more: [www.cta.org/campaign](http://www.cta.org/campaign)

**NOVEMBER 14–16** *Conference*  
**GLBT Conference**

Marriott Mission Valley, San Diego  
CTA's Gay, Lesbian, Bisexual and Transgender (GLBT) Conference is open to all CTA members and addresses issues affecting the entire membership, students and the community. Apply for incentive grants by Sept. 30. Find out more: [www.cta.org/conferences](http://www.cta.org/conferences)

**NOVEMBER 17–21** *Event*  
**American Education Week**

It's World War I, and 25 percent of the draftees signing up to fight are illiterate; 9 percent are physically unfit. In 1919, 95 years ago, the American Legion and the National Education Association work to seek ways to generate public support for education. The result: increased support for public schools. American Education Week is celebrated annually the week prior to the week of Thanksgiving. Find out more: [www.nea.org/aew](http://www.nea.org/aew)

**ANSWERS TO SEPTEMBER QUIZ  
ON PAGE 62**

- 1 d.
- 2 d.
- 3 c.
- 4 b.
- 5 a.
- 6 d.
- 7 a.
- 8 b.
- 9 c.
- 10 d.
- 11 a.

# 2012-13 Summary Annual Report

## For CTA Economic Benefits Trust Member Welfare Benefit Plan

**THIS IS A SUMMARY** of the annual report of the California Teachers Association Economic Benefits Trust Member Welfare Benefit Plan, EIN 94-0362310, Plan No. 590, for the period Sept. 1, 2012, through Aug. 31, 2013. The annual report has been filed with the Employee Benefits Security Administration, U.S. Department of Labor, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

**Insurance Information:** The plan has contracts with Standard Insurance Company to pay life insurance and long-term disability claims incurred under the terms of the plan. The total premiums paid for the plan year ended Aug. 31, 2013, were \$32,725,725.

Because they are so-called “experience-rated” contracts, the premium costs are affected by, among other things, the number and size of claims. Of the total insurance premiums paid for the plan year ended Aug. 31, 2013, the premiums paid under such “experience-rated” contracts were \$32,725,725 and the total of all benefit claims paid under these contracts during the plan year was \$24,825,522.

The Plan finances, to specified members of CTA, death and dismemberment benefits through the CTA Death and Dismemberment Plan, a health information and well-baby program, a consumer benefits education program, a retiree discount vision program, and an investment education program. These benefits are self-funded by the Plan and are not insured by an insurance company.

**Basic Financial Statement:** The value of plan assets, after subtracting liabilities of the plan, was \$78,543,582 as of Aug. 31, 2013, compared to \$74,560,620 as of Sept. 1, 2012. During the plan year the plan experienced an increase in its net assets of \$3,982,962. This increase includes unrealized appreciation and depreciation in the value of plan assets; that is, the difference between the value of the plan’s assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year. During the plan year, the plan had total income of \$38,847,948, including employee contributions of \$32,730,016, realized gains of \$1,601,869 from the sale of assets, earnings from investments of \$3,205,111, and other income of \$1,310,952.

Plan expenses were \$34,864,986. These expenses included \$1,449,316 in administrative expenses, and \$33,415,670 in benefits paid to participants and beneficiaries.

**Your Rights to Additional Information:** You have the right to receive a copy of the full annual report, or any part thereof, on request. The items listed below are included in that report: 1) an accountant’s report; 2) financial information; 3) assets held for investment; 4) insurance information, including sales commissions paid by insurance carriers.

To obtain a copy of the full annual report, or any part thereof, write the office of Risk Management/Member Benefits, California Teachers Association [the plan administrator], 1705 Murchison Drive, Burlingame, CA 94010, or call 650-697-1400. The charge to cover copying costs will be 25 cents per page.

You also have the right to receive from the plan administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or a statement of income and expenses of the plan and accompanying notes, or both. If you request a copy of the full annual report from the plan administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover copying costs given above does not include a charge for the copying of these portions of the report because these portions are furnished without charge. ■




### QUIZ

 “Try to remember the kind of September...” 

Answers on page 60.

**1** Performed first by The Tempos and then by The Happenings, this song was featured in the movie *American Graffiti*.

- [A] “September Gurls”
- [B] “September When I First Met You”
- [C] “September Song”
- [D] “See You in September”

**2** Fiona Apple wrote the song “Pale September” about a breakup with a boyfriend in 1996. It appeared on what album? 

- [A] *The Idler Wheel*
- [B] *Extraordinary Machine*
- [C] *When the Pawn*
- [D] *Tidal*

**3** Who had a hit song titled “September” (hint: back in 1978)?

- [A] The Sex Pistols
- [B] The Who
- [C] Earth, Wind & Fire
- [D] Kenny Rogers

**4** Revered jazz pianist Bill Evans’ “Sweet September” was appreciated by the likes of Miles Davis. Evans’ career spanned three decades. He died at the age of 51 in September of what year?

- [A] 1975
- [B] 1980
- [C] 1985
- [D] 1990

**5** “September” was recorded by Chris Daughtry, one of the most successful of the “American Idol” winners. It appeared on the album *Leave This Town* in what year?

- [A] 2009
- [B] 2011
- [C] 2012
- [D] 2013



Good Luck!

**6** “The Late September Dogs” by American rock singer-songwriter, guitarist and activist Melissa Etheridge was featured on her self-titled debut album, which garnered her first Grammy nomination for Best Female Rock Vocal Performance. What year did she win her first Grammy Award (for “Ain’t

- [A] 1990
- [B] 1991
- [C] 1992
- [D] 1993

**7** “September When I First Met You” was featured on an album that became this artist’s sixth R&B chart topper and peaked at #36 on the pop chart.

- [A] Barry White
- [B] Billy Joel
- [C] Frank Wilson
- [D] Marvin Gaye

**8** Rosanne Cash recorded “September When it Comes” as a duet with her dad, Johnny Cash, just months before he died. On what album did it appear?

- [A] *Right or Wrong*
- [B] *Rules of Travel*
- [C] *The Very Best of Rosanne Cash*
- [D] *Black Cadillac*

**9** “September Grass” appears on James Taylor’s \_\_\_ album, *October Road*.

- [A] 12th
- [B] 14th
- [C] 15th
- [D] 17th

**10** “September Sun” by Type O Negative in 2007 is a reflection on a relationship that has long soured yet still haunts the singer (Peter Steele). The name of a woman can be heard throughout the song. What is it?

- [A] Sherry
- [B] Natalie
- [C] Allison
- [D] Elizabeth

**11** The video for this song by the group Green Day was directed by Samuel Bayer, who directed Nirvana’s “Smells Like Teen Spirit” video, and featured Jamie Bell and Evan Rachel Wood.

- [A] “Wake Me Up When September Ends”
- [B] “Remember September”
- [C] “Back to September”
- [D] “Something About September”

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  **California Schools Employee Benefits Association**

\*New Kaiser Permanente plans will be available July 1, 2014. The plans offered through the Marketplace all meet or exceed the minimum essential benefit requirements under the Affordable Care Act (ACA).



**Rate cuts,**



**not cut-rate.**

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